

junior

STORIES 2

READING AGES 7 - 10 YEARS



SCHOOL SITE LICENCE





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JUNIOR STORIES 2

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HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **four handy literacy tools** to take the stress out of your reading programme.



JUNIOR STORIES for FLUENT READERS

High quality, high interest stories for RA 7-10 years

- ♦ Short stories - ideal for a 20 to 30 minute reading lesson
- ♦ One page for ease of photocopying
- ♦ Use also as models for your students' own story writing

See the example on the next page



LESSON PLANNING

All you need to guide you through the story

- ♦ Annotated text, question prompts, possible story structure
- ♦ Learning outcomes and success criteria to choose from
- ♦ Analysis of the story for follow-up discussion

Further details see page 5



COMPREHENSION STRATEGY INSTRUCTION

The THREE STEPS routine for GUIDED READING

- ♦ A simple routine that gives a focus to Guided Reading
- ♦ Explicit instruction in the use of comprehension strategies
- ♦ Video tutorials available from www.sharpreading.com

Further details see page 7



FOLLOW-UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high level thinking

- ♦ High value activities - very motivating - not busy work
- ♦ An organisational necessity for your reading programme
- ♦ All the hard work has been done for you

Further details see page 8



JUNIOR STORIES

Student's script PLUS Teacher's script

BEST FRIENDS

BY HILTON AYREY

Student's Text

Leo and Sophie are the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are sworn enemies, these two got along just fine.

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway...and there by the side of the road lay his friend, still and lifeless.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prowls around pretending to be the hunter.

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

Sophie was very lucky. The vet said she must have had been hit by a car but there was no serious damage. For a long time after the accident Leo kept her out of his sight. He was in a very different attitude. Happy ending but Leo is now worried - things have changed.

Good passage to discuss story and emotion

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8yrs

BEST FRIENDS

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is a best friend? Can cats and dogs be best friends?

STORY STRUCTURE

Characters

Leo the Labrador,
Sophie the Siamese cat

Setting

The garden where they live

Problem

Sophie went missing

Feelings

Leo was distressed

Action

He barked and waited.
Found a trail leading into the forest

Action

Leo followed the trail.
He found Sophie

Action

Leo carried Sophie back to the house

Outcome

Sophie was alright.
Leo followed her around.

Theme

Friends look after each other.

Teacher's Text

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story?



LESSON PLANNING

A simple Guided Silent Reading routine with teaching prompts

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on **page 60** according to the needs of your students.

The Lesson

BEFORE READING DISCUSSION

Orientate your readers to the story - engage the brain.

The lesson plan provides you with prompts to ...

- ♦ Activate prior knowledge and personal experiences
- ♦ Introduce unfamiliar concepts readers will come across in the story
- ♦ Look for story clues in the title

Depending on the ability and the interests of your readers you may also need to preteach new or difficult vocabulary.

GUIDED SILENT READING

The heart of the lesson - Comprehension Strategy Instruction using "The Three Steps" teaches the readers to ...

- ♦ Unpack the story for themselves
- ♦ Make sure they have got the message right
- ♦ Identify the structure of the story

AFTER READING DISCUSSION

Now that the story has been properly processed, time for ...

- ♦ Reflection on the story structure
- ♦ Deeper analysis of the story to uncover the features of good story writing - a great lead in to their own story writing

CSI Online - VIDEO TUTORIALS AVAILABLE NOW

These lesson plans outline a simple routine which, over time, will develop powerful reading strategies in your students.

Video tutorials are available on our website to help you implement these lessons.

www.sharpreading.com

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8 yrs

BEST FRIENDS

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is a best friend? How do you treat a best friend?

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are **sworn enemies**, these two got along just fine.

STORY STRUCTURE

Characters

Leo the Labrador,
Sophie the Siamese cat

Setting

The garden where they live

Prompts for before reading discussion to access prior knowledge about story theme

Possible story structure that can be identified from each chunk of text as the story is being read and discussed

Bold Italics = strong language features, concepts or vocab in the text which provide interest and challenges during detailed retelling

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his friend to turn up. He barked and waited ... He started to sniff around and found a trail leading into the forest at the back of the house. Sophie was not. Maybe she had slipped off into the forest around pretending to be the hunter.

Character development: Leo's feelings, Sophie - an

Deeper and deeper into the forest went Leo, for the further he went the more he began to panic. In exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself on a highway...and there by the side of the road lay a cat, lifeless.

Rising tension to the story climax - what will be the

He bounded over to her and started to lick her and meowed pitifully. There was blood on her neck she couldn't move. Very gently Leo picked her up using the loose skin at the back of her neck - the way Sophie pick up her kittens last summer - and carried her back through the forest. He lay down with the cat down at the back door and barked furiously. A car came rushing to see what was the matter.

Good passage to dig into - imagery and emotion

Sophie was very lucky. The vet said she must have been in a car but there was no serious damage. For a while Leo wouldn't let her out of his sight.

Happy ending but Leo is now worried - things have

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and

Annotated notes for the teacher drawing attention to special features of the story

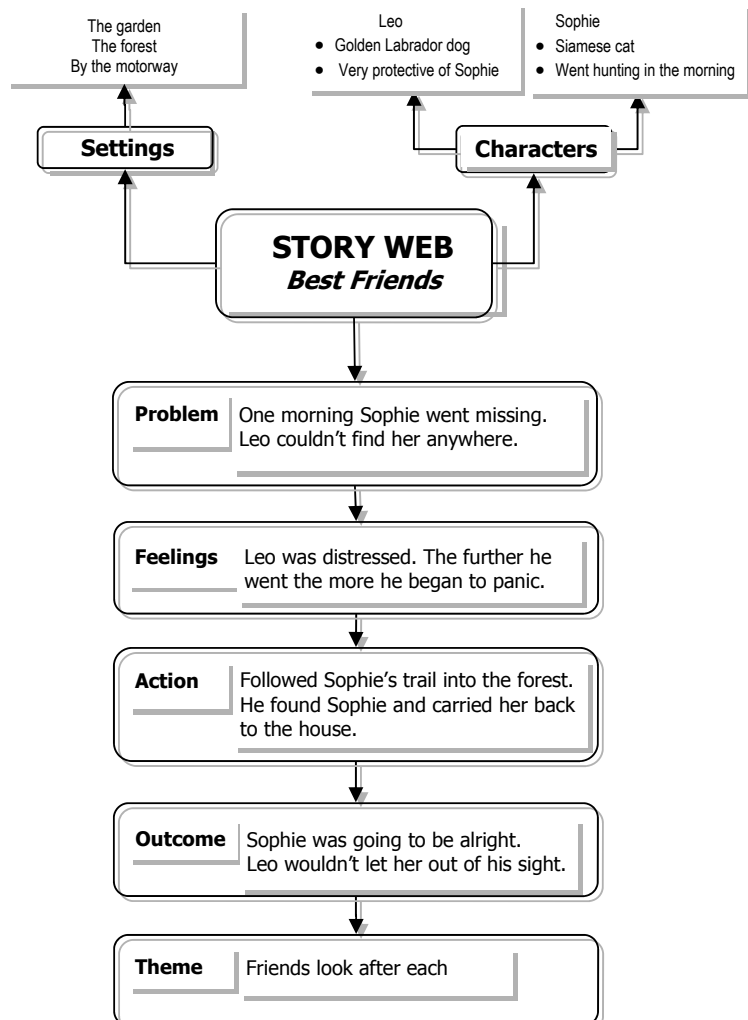
Divided into chunks for Guided Reading

Examples of the comments students may make about the different features of a story

Prompts for story evaluation

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - It had a happy ending

I was worried about what had happened to Sophie

Familiar topic - That happened to my cat. I know how Leo felt.

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)



COMPREHENSION STRATEGY INSTRUCTION

How to teach comprehension strategies

As readers move into the FLUENT stage the focus shifts from decoding strategies to **comprehension strategies**.

"The Three Steps" provides you with a starting point for teaching comprehension strategies that fits inside your normal Guided Reading lesson.

THE THREE STEPS - an outline for narrative text

Divide the text into chunks (often a paragraph, sometimes two).
Each chunk is processed using "The Three Steps".

Step 1: Read a chunk of text silently

- ♦ Students read silently down to a point that you have determined.
- ♦ Fast finishers do not read on; they make notes on the story structure in the margin provided and silently prepare for Step Two.

Step 2: Detailed Retelling

"Digging into the sentences to make sure we have got the message right"

The chunk is now retold as a group. Group members (including the teacher) take turns one sentence at a time.

- ♦ A student reads aloud one sentence and then, starting with "I think that means...", uses thinking aloud to unpack the meaning by expanding what the words are saying.
- ♦ The other members of the group take turns with successive sentences.
- ♦ As the students become fluent with this routine, they are shown how to include the DEEP FIVE strategies (Stage 4 of CSI ONLINE).

Step 3: Add to the Story Web

"What new information have we found out about the story structure?"

- ♦ Students discuss story developments and add to a Story Web.
(each story has an example of this graphic organiser)

I want to find out more about Comprehension Strategy Instruction

This is an instructional process based on the most current research on comprehension instruction and is now used extensively in schools. There is significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

- ♦ Students move from being passive participants to active readers as they are required to take responsibility for constructing meaning from the text.
- ♦ Students unpack the text ... you oversee the process.
- ♦ "The Three Steps" provides a transparent routine - students understand what they are doing and why.

Go to our website **www.sharpreading.com** to view our CSI ONLINE video tutorials and other support material to get the most out of this teaching approach.



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Each story has a set of follow-up activities. These activities are designed to develop 'after reading' comprehension strategies and higher order thinking once the students have been guided through the text in a small group setting.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ♦ Spend time modelling the activities (see exemplars pages 61-64), discussing criteria and expectations for the different tasks to get better results.
- ♦ Don't expect students to do them all - allow choice; they will find that very motivating.
- ♦ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
For example 1 = had a go at the activity
3 = completed task according to agreed criteria
5 = something extra - went beyond the requirement
Each activity can be rated 3 times - self, buddy, teacher who has the final say.
- ♦ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others enthusiasm and ideas.

High value activities - something for everyone

- ♦ Activities range from low level, literal responses (security for those who lack confidence) to higher level analysing, creating, and evaluating tasks. Your top end learners will love these.
- ♦ Many activities allow for a visual as well as a written response to provide an alternative for reluctant writers.

An important part of Comprehension Strategy Instruction

- ♦ The higher level thinking skills of applying, analysing, creating, and evaluating are important comprehension strategies in their own right. These activities provide independent 'after reading' opportunities to build on the work done during the Three Steps.

An organisational necessity

- ♦ With students working independently on these activities you can focus on your instructional groups.
- ♦ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups, but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

All the hard work has been done for you

- ♦ There is a huge amount of follow-up work included in each worksheet.
- ♦ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

To the teacher

Thank you for your interest in this short story collection. There are many things that motivate me to produce these resources; the appreciation I get from kids for a 'good story' and fun activities that get them thinking. I am also driven by a genuine desire to lighten the load for the classroom teacher and many of you have expressed your appreciation for that.

However, my biggest motivation is to see more profitable use of instructional time in the classroom. I am, as I am sure you all are, surrounded in the classroom by the superficial processing of text; the kids who can read the story but the dullness in their eyes gives them away - they didn't really get it.

The need for comprehension instruction has never been so pressing. We live in a society where the visual image rules. Our kids are bombarded with high definition super 3D programming that, while it is impressive and exciting, ultimately dulls the senses because there is no room left for the imagination. It is all done for them and it comes at them 24/7.

My plea is to take a step back from this and try and recapture the magic that we all experienced in a less visual world. You will notice there are no supporting images to these stories. This is deliberate. Here is the opportunity to teach your students how to dig into text and find out what the author is really saying ... for themselves. Show them how to create their own world in their heads.

"How do I do that?" I hear you say. We have worked with kids and teachers for the last 12 years refining our guided silent reading routines and establishing a developmental progression that makes this possible. We think that the teaching of comprehension should be simple, easily transferable, and fun for everyone. Some of our ideas are embedded in the lesson plans that go with each of the stories. If you want to see the total picture and find out more about how this approach can revolutionise your teaching of reading, then check out our online training programme, CSI ONLINE at www.handyres.com

Enjoy the stories. Slow down, dig into the sentences and see what you and your kids can uncover.

Hilton Ayrey
Reading Programme Advisor

THE STORIES

FOLLOW-UP ACTIVITIES

and

LESSON PLANS

The First Ride

by Hilton Ayrey

Monica was only seven when her dad took her horse riding. It was early on a frosty Saturday morning and the horse snorted when he saw her. His breath was steaming from his nose and he turned his head to look at her as she walked up to him. He snorted again, tossed his head, and turned away from her as if he wasn't interested in her. Horse riding was something she had always wanted to do but now she wasn't so sure.

The riding instructor talked about doing this and doing that but she didn't hear anything. All she could think about was how different it was being up close to a real horse. He was so huge and alive. His sides heaved as he breathed and his ears twitched. His tail swished and he moved back and forth as if there was something else he would rather be doing. She wondered what he thought of her.

Next minute she was in the saddle, clutching onto the reins as if her life depended on it. There was nothing else in her world except her and this horse. She was so high up she could see the top of her father's head. She could feel every tiny move the horse made.

Suddenly they were off with the instructor holding the bridle and leading the way. She wasn't prepared for the way it felt. The way the horse moved was not what she had expected. Every now and then he would toss his head and then lower it as he walked. She felt as if she was at the top of a slide at the playground and was going to slide down his neck and crash on to the ground. It was scary the way the horse kept turning its head, watching her, as if he wanted to know what she was thinking.

All too soon it was over. Her feet were back on solid ground and the horse nudged her with his nose. She felt his rough tongue on her hand as she fed him some carrots. He nudged her again in the tummy and she felt like he was smiling at her as he chewed happily. That was it. She was hooked.

"See you next Saturday," she whispered.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

The First Ride

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:1

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. List all the horse riding words and write a sentence to show you know what they mean.
3. Draw a map of the riding school showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make an advertisement for a horse riding school which tells about what to expect on the first day.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about riding a horse for the first time.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a special saddle for first time horse riders that would make them feel really safe.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about horse riding.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:1

RA 7-8 YRS

The First Ride

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: Discuss experiences riding a horse. What was it like?
3. Specialised vocab you may want to preteach - instructor, saddle, reins, bridle

STORY STRUCTURE

Monica was only seven when her dad took her horse riding. It was early on a frosty Saturday morning and the **horse snorted when he saw her**. His breath was **steaming from his nose** and he turned his head to look at her as she walked up to him. He snorted again, tossed his head, and turned away from her **as if he wasn't interested in her**. Horse riding was something she had always wanted to do but **now she wasn't so sure**.

Establishes the interaction between Monica and the horse.

Characters

Monica - a young girl
The horse

Setting

At a riding school.

Problem

Feeling unsure about going horse riding.

The riding instructor talked about doing this and doing that but she didn't hear anything. All she could think about was how different it was being up close to a real horse. He was so huge and **alive**. His **sides heaved** as he breathed and his ears twitched. His tail swished and he moved back and forth as if there was something else he would rather be doing. She wondered what he thought of her.

Vivid description of the horse - Monica is not aware of what the instructor is saying.

Feelings

Monica is feeling overwhelmed by the horse.

Next minute she was in the saddle, clutching onto the **reins** as if **her life depended on it**. There was **nothing else in her world** except her and this horse. She was so high up she could see the top of her father's head. She could feel every tiny move the horse made.

Monica's focus on the horse - everything else is blotted out.

Action

Monica got on the horse.

Suddenly they were off with the instructor holding **the bridle** and leading the way. She wasn't prepared for the way it felt. The way the horse moved was not what she had expected. Every now and then he would toss his head and then lower it as he walked. She felt as if she was at the **top of a slide at the playground** and was going to slide down his neck and crash on to the ground. It was scary the way the horse kept turning its head, watching her, as if he wanted to know what she was thinking.

The ride. What will be the outcome? It could go either way - was it what she had hoped for or was it too scary?

Action

The ride began.

All too soon it was over. Her feet were back on solid ground and the **horse nudged her** with his nose. She felt his **rough tongue** on her hand as she fed him some carrots. He nudged her again in the tummy and she felt like he was smiling at her as he chewed happily. That was it. **She was hooked**. "See you next Saturday," she whispered.

The problem is resolved - a strong connection has been made between Monica and the horse.

Outcome

She overcame her fears and wanted more.

Theme

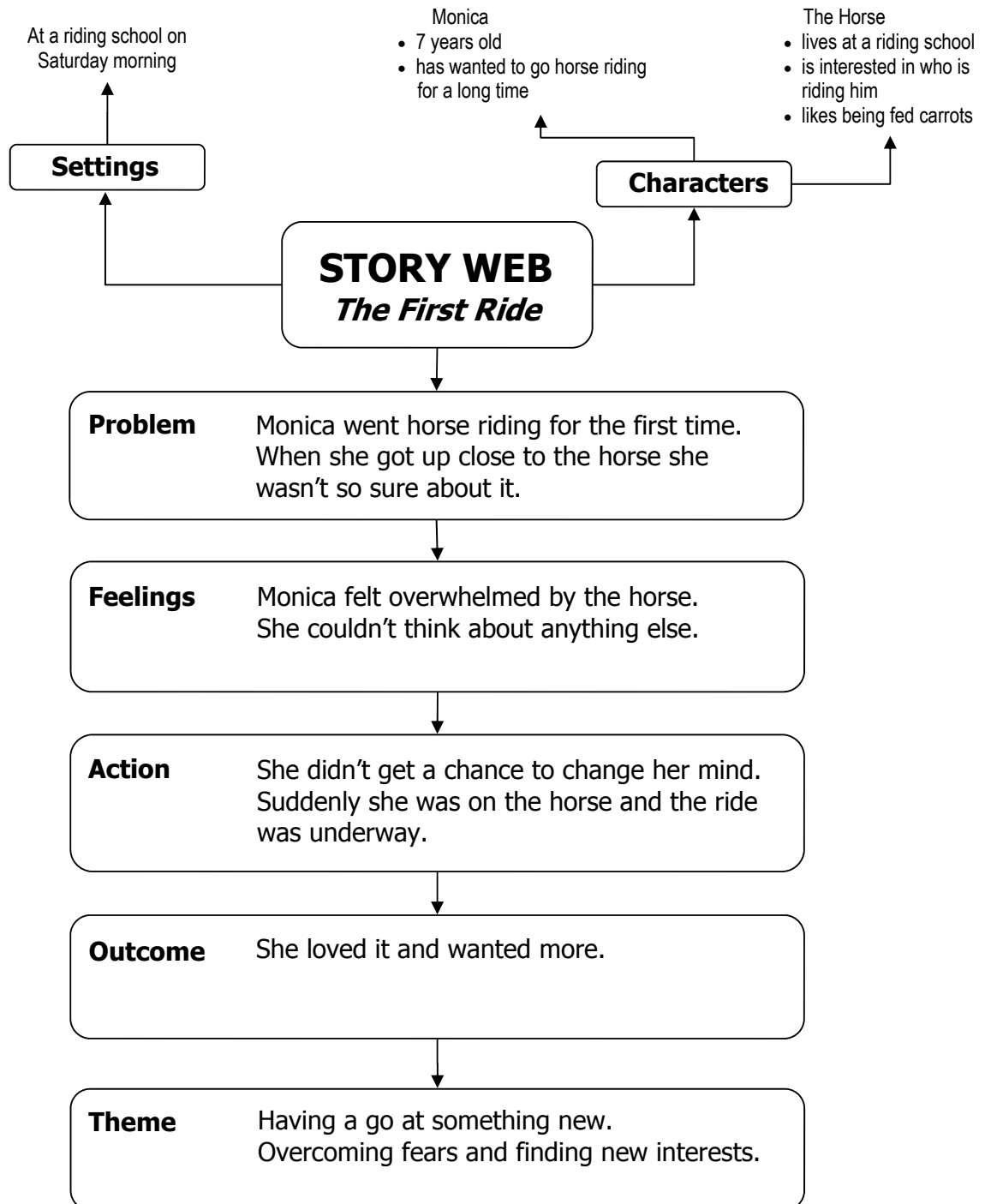
Having a go at something new.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Characters - *It was like the horse was a person.*

Imagery - *It was a good description of what it is like on a horse.*

Story Structure - *I like the way it ended. I wasn't sure whether she would want to do it again.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

The Ice Cream Truck

by Rose Gregory

Today is Saturday. This afternoon, the ice cream truck will drive into our street, playing its music to let everyone know. It will stop. Then lots of kids will rush out with their money and line up. One by one, they will each come away licking a big ice cream. Everyone that is except me and my sister Jessie. Mum doesn't let us buy ice creams.

It's just not fair. Why did we have to be born into this family! My mum is a health nut! She goes on and on about 'five plus a day', 'push play 30 minutes a day' and even that old saying 'an apple a day keeps the doctor away'. Her 'banned list' includes all the junk food: potato chips, fizzy drinks and biscuits.

"You are what you eat!" she says.

And we kids say to each other, "You're a raw carrot!" or "You're a stuffed egg!" Just for once I'd like Jessie to say to me, "You're an ice cream!"

Saturdays are always busy at our place. Dad cooks breakfast while Mum starts the washing. Then we all get ready for sport. Today Dad is taking me to softball and my sister, Jessie, is going swimming with Mum. We will all be home for lunch.

"Good luck," yells Mum. "See you later."

* * *

Well it turns out that today is extra special. We won our very first game! It was close but we got there in the end. Dad was really happy about that. Go Magpies! Nana and Pop came to watch me. Pop got really excited when I hit that big one! He yelled until he was red in the face. Nana just smiled and kept on knitting. She didn't say anything but she had a naughty look on her face.

Nana and Pop are coming over for lunch. And I'm starving! Here they are, driving up now. They have just beaten the ice cream truck. It is turning into our street, playing its tune the way it always does. It stops in its normal spot and lots of kids run out of their houses to line up. Nana is lining up too! I can't believe it! I feel as if my smile is as big as my head! Nana is walking up the path carrying four big ice creams. Mum and Jessie aren't home yet. We'd better eat fast or Nana (and Dad) will be in big trouble!

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

The Ice Cream Truck

by Rose Gregory

ACTIVITIES

Junior Stories 2:2

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. What does 'You are what you eat' mean?
3. Draw a map of the settings in the story showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a 'Banned List' poster for Mum's kitchen showing all the foods that are not to be eaten and what the family should do to be healthy.
Remember a poster should have an eye catching title, information, and drawings.
5. Write a short poem or rap song about healthy eating.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a new healthy ice cream that Mum will let the kids eat.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about eating ice cream.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:2

RA 7-8 YRS

The Ice Cream Truck

by Rose Gregory

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: When does your mum or dad buy you an ice cream?
What is your favourite ice cream?

STORY STRUCTURE

Today is Saturday. This afternoon, the ice cream truck will drive into our street, playing its music to let everyone know. It will stop. Then lots of kids will rush out with their money and line up. One by one, they will each come away licking a big ice cream. Everyone that is except me and my sister Jessie. Mum doesn't let us buy ice creams.

A different way of introducing the story - the storyteller describes what will happen later in the day.

Setting

Saturday at home.

Characters

Storyteller and sister Jessie.
Mum

Problem

Not allowed to eat ice cream.

Feelings

Storyteller doesn't think it is fair.

Character

Mum - a health nut.

Problem development

The family is not allowed to eat any junk food.

It's just not fair. Why did we have to be born into this family! My mum is a **health nut!** She goes on and on about 'five plus a day', 'push play 30 minutes a day' and even that old saying 'an apple a day keeps the doctor away'. Her '**banned list**' includes all the junk food: potato chips, fizzy drinks and biscuits.

"You are what you eat!" she says. And we kids say to each other, "You're a raw carrot!" or "You're a stuffed egg!" **Just for once I'd like Jessie to say to me, "You're an ice cream!"**

More of the back story - establishing the problem.

Saturdays are always busy at our place. Dad cooks breakfast while Mum starts the washing. Then we all get ready for sport. Today Dad is taking me to softball and my sister, Jessie, is going swimming with Mum. We will all be home for lunch. "Good luck," yells Mum. "See you later."

The context for the action is established

Well it turns out that **today is extra special**. We won our very first game! It was close but we got there in the end. Dad was really happy about that. Go Magpies! Nana and Pop came to watch me. Pop got really excited when I hit that big one! He yelled until he was red in the face. Nana just smiled and kept on knitting. She didn't say anything but she had a **naughty look** on her face.

Nana's response is very important to the outcome - what was she thinking?

Setting

At the softball park.

Action

Storyteller plays well and her team has their first win.

Characters

Nana and Pop - grandparents

Outcome

Nana buys ice creams.
Mum will be cross if she finds out.

Theme

Healthy food

Nana and Pop are coming over for lunch. And I'm starving! Here they are, driving up now. They have just beaten the ice cream truck. It is turning into our street, playing its tune the way it always does. It stops in its normal spot and lots of kids run out of their houses to line up. Nana is lining up too! I can't believe it! I feel as if **my smile is as big as my head!** Nana is walking up the path carrying four big ice creams. Mum and Jessie aren't home yet. We'd better eat fast or Nana (**and Dad**) will be in big trouble!

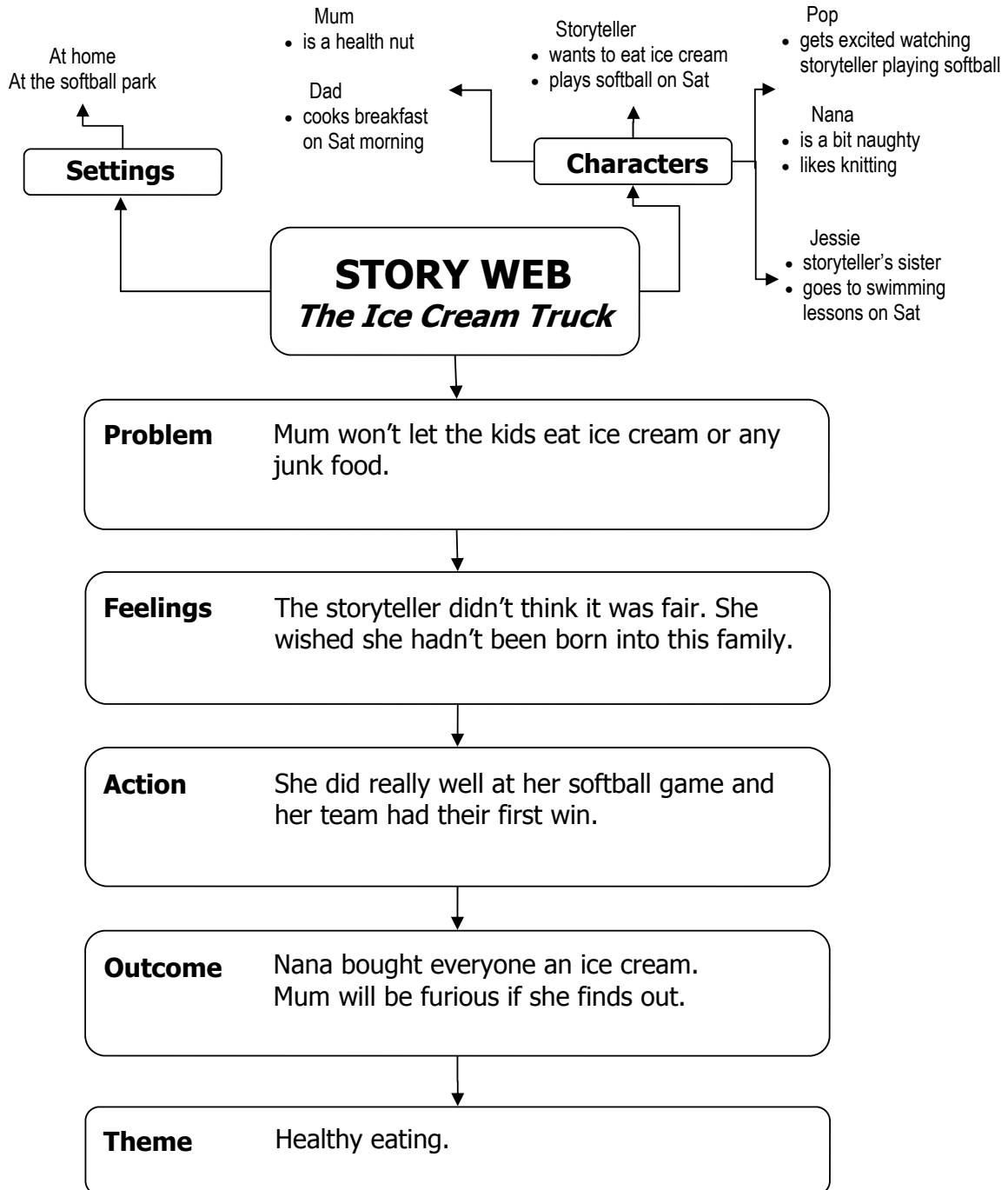
A change in the writing style - present tense. Why will Nana (and Dad) be in big trouble?

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *I was glad she got an ice cream. It was a good ending.*

Characters - *Nana was naughty. It's funny when adults are naughty.*

Familiar theme - *I know how she felt. My mum's a bit like that with food.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

All I Want for Christmas

by Hilton Ayrey

All I want for Christmas is a go-kart. Not a fancy one, just one like my cousin Seth has. My brothers and I went to stay with Seth during the holidays last year and Seth's go-kart was awesome. Just four wheels, a frame, a steering wheel and my brothers to push it. They thought it would be funny to take me up the steep hills at the back of Seth's place to see if they could freak me out but my driving skills were up to it. They had to admit that I was a pretty good driver for a girl.

My uncle was so impressed that he wanted to buy me one but my mum wouldn't let him. She said it would spoil me but I think it was because she wanted to get me one for Christmas. I know where I'm going to store it in the shed. There are some really cool tracks in the park next door which will be perfect. I can't wait to show my friends how much fun it is.

Two days to go. My family heads off to Grandma's place for Christmas Eve. Mum tells me that there isn't room in the car for the big present they have bought me this year. I'll have to wait until we get back. That's a bit of a pain but I can wait an extra day. Now I know it's going to be a go-kart. Christmas Day is OK because I know what's waiting for me at home. The boys get a bow and arrow set and some cool puzzles. I get a card saying "Wait until you get home ... smiley face."

It's late as we roll up the driveway and I tumble out of the car. I'm first in the door and there it is ... a large parcel sitting by the Christmas tree with my name on it. It's an odd shape. Must be one of those kitsets that you have to make up. I tear off the paper. There is some funny writing on the box. It says something about an antique dolls' house. Must have been a box Dad got from work. Where are the wheels? Where's the steering wheel? A horrible sinking feeling in my stomach. I turn to see my mum standing behind me. She has such a wet, soppy look on her face. She's crying but she's all smiley.

"What do you think Kate? Isn't it just so gorgeous? It's what I always wanted for Christmas when I was your age."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

All I Want for Christmas

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:3

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why didn't Mum let Kate's uncle buy her a go-kart?
3. Draw a map of the settings in the story showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster that Kate could give to her mother to let her know what she wants for Christmas.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about getting presents at Christmas time.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design your own go-kart with lots of special features OR an antique dolls' house that would be real fun to play with.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about getting presents at Christmas time.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:3

RA 7-8 YRS

All I Want for Christmas

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *Do you usually get what you want for Christmas?*

STORY STRUCTURE

All I want for Christmas is a go-kart. Not a fancy one, just one like my cousin Seth has. My brothers and I went to stay with Seth during the holidays last year and Seth's go-kart was awesome. Just four wheels, a frame, a steering wheel and my brothers to push it. **They thought it would be funny** to take me up the steep hills at the back of Seth's place to see if they could freak me out but **my driving skills were up to it**. They had to admit that I was a pretty good driver for a girl.

Good hook - the Problem is stated right at the beginning with the back story explaining why.

Problem

Kate wants a go-kart.

Characters

Kate - a good driver
Kate's brothers - mean

Setting

Holidays at cousin Seth's place.

My uncle **was so impressed** that he wanted to buy me one but my mum wouldn't let him. She said **it would spoil me** but I think it was because she wanted to get me one for Christmas. I know where I'm going to store it in the shed. There are some really cool tracks in the park next door which will be perfect. I can't wait to show my friends how much fun it is.

Mum is introduced - her unusual reaction to the uncle's generous offer.

Characters

Uncle - generous
Mum - doesn't want her kids to be spoilt.

Feelings

Kate is excited because she thinks Mum is going to get her what she wants for Christmas.

Two days to go. My family heads off to Grandma's place for Christmas Eve. Mum tells me that there isn't room in the car for the big present they have bought me this year. I'll have to wait until we get back. That's a bit of a pain but I can wait an extra day. **Now I know it's going to be a go-kart.**

Christmas Day is OK because I know what's waiting for me at home. The boys get a bow and arrow set and some cool puzzles. I get a card saying "Wait until you get home ...smiley face."

A change in writing style to the present tense - we hear what is going on in the storyteller's head.

Setting

Grandma's for Christmas.

Action

Kate convinces herself that Mum is getting her a go-kart for Christmas.

It's late as we roll up the driveway and I tumble out of the car. I'm first in the door and there it is ... a large parcel sitting by the Christmas tree with my name on it. It's an odd shape. Must be one of those kitsets that you have to make up. I tear off the paper. There is some funny writing on the box. It says something about **an antique doll's house**. Must have been a box Dad got from work. Where are the wheels? Where's the steering wheel? **A horrible sinking feeling in my stomach**. I turn to see my mum standing behind me. She has such **a wet, sappy look on her face**. She's crying but she's all smiley.

The tension mounts and the realisation dawns - this is not a go-kart!

Setting

At home

Outcome

Kate's present is an antique doll's house - something her mother always wanted.

"What do you think Kate? Isn't it just so gorgeous? It's what I always wanted for Christmas when I was your age."

Theme

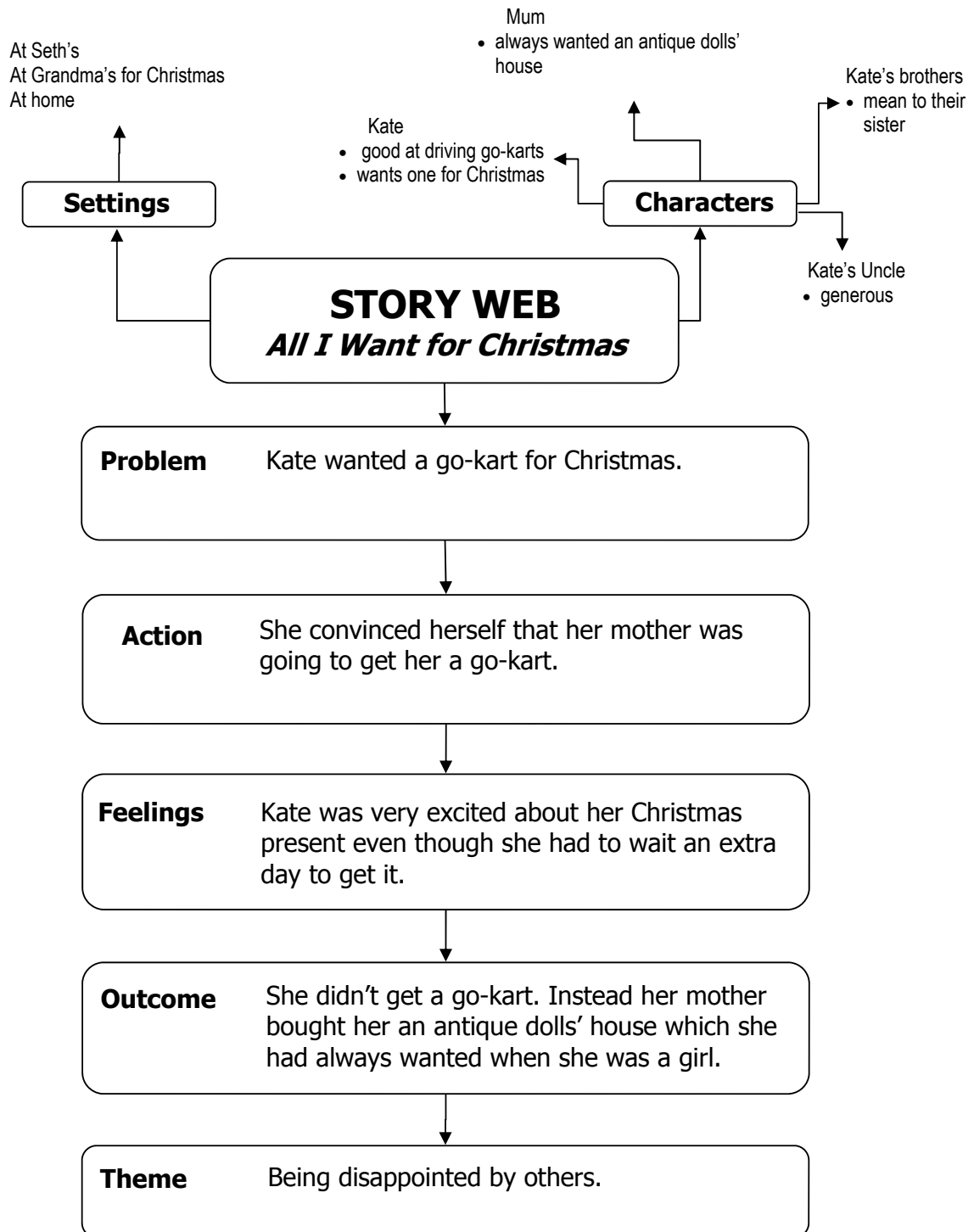
Being disappointed by others.

AFTER READING DISCUSSION

1. Review Story Structure: *(sample on next page)*
2. Story Evaluation: *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It had a sad ending. I know how Kate must have felt.*

Characters - *The characters were interesting. I thought Mum was a bit selfish.*

Style - *I liked the way the story was told - we were inside the storyteller's head.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

RAIN STOPPED PLAY

BY HILTON AYREY

I was a bit nervous when Dad told me my cousin Josh was coming to stay for a couple of days in the holidays. Josh was older than me and lived in the country. He was always going on about me being a townie and playing video games all the time. I think he thought I was soft. On the first day he took one look at the huge oak tree in our backyard and decided we would build a tree hut.

Dad looked at me when Josh started talking about it but I shrugged my shoulders so he said it would be OK. He had lots of bits and pieces lying around which he said we could use. Early next morning Josh dragged me out of bed and we were into it. It was kind of fun. By lunch time we had finished the floor. By the middle of the afternoon our tree hut had walls. As it was getting dark, we were finishing off the roof. Dad was pretty impressed when he came home from work.

The next thing I knew Josh was asking Dad if we could sleep in it. I wasn't too happy about the idea but I didn't say anything. After dinner we took our sleeping bags out to the hut and tried to make ourselves comfortable. There wasn't enough room to lie down properly. It was very draughty and when the wind blew everything moved and creaked. I was feeling pretty spooked about it but there was no way I was going to say anything to Josh.

Josh talked for ages. He told me ghost stories and that didn't make me feel any better. It was going to be a very long uncomfortable night. Just as it seemed like Josh was finally going to sleep, it started to rain. One moment there was just the creaking of the wind and then the next minute there was a downpour on the roof. Of course we hadn't planned for that and our hut wasn't water-tight. The rain came pouring in and in minutes our sleeping bags were soaked and so were we. And then as quickly as it started, the rain stopped.

Maybe this was my way out? I waited for Josh to make the first move. "This sucks!" he said. "Let's go back inside." We gathered our bits and pieces and scrambled out of the hut and down the tree. Josh was so busy talking about the changes we could make next time he came to stay that he didn't see Dad over by the side of the house fiddling with the hose. But I saw him and I saw the big wink he gave me.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

RAIN STOPPED PLAY

BY HILTON AYREY

ACTIVITIES

Junior Stories 2:4

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. How did the storyteller feel about staying the night in the tree hut? Why?
3. Draw a map of the storyteller's place showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about the things you need to build a really good tree hut.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about building tree huts.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a tree hut that you would want to sleep in at night.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about building tree huts.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:4

RA 7-8 YRS

RAIN STOPPED PLAY

BY HILTON AYBEY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What's it like playing with someone who is a bit older than you?

I was a bit nervous when Dad told me my cousin Josh was coming to stay for a couple of days in the holidays. Josh was older than me and lived in the country. He was always going on about me being a **townie and playing video games** all the time. I think he thought I was **soft**. On the first day he took one look at the huge oak tree in our backyard and decided we would build a tree hut.

Statement of the problem - the storyteller feels judged and intimidated by his cousin.

Dad looked at me when Josh started talking about it but **I shrugged my shoulders** so he said it would be OK. He had lots of bits and pieces lying around which he said we could use. Early next morning Josh **dragged me** out of bed and we were into it. **It was kind of fun**. By lunch time we had finished the floor. By the middle of the afternoon our tree hut had walls. As it was getting dark we were finishing off the roof. Dad was pretty impressed when he came home from work.

Dad is aware of the problem and wants to support his son. The storyteller goes along with what Josh wants to do.

The next thing I knew Josh was asking Dad if we could sleep in it. I wasn't too happy about the idea but **I didn't say anything**. After dinner we took our sleeping bags out to the hut and tried to make ourselves comfortable. There wasn't enough room to lie down properly. It was very **draughty** and when the wind blew everything moved and creaked. I was **feeling pretty spooked** about it but **there was no way** I was going to say anything to Josh.

Storyteller is trapped into doing something he doesn't want to do.

Josh talked for ages. He told me ghost stories and that didn't make me feel any better. It was going to be a very long uncomfortable night. Just as it seemed like Josh was finally going to sleep, it started to rain. One moment there was just the creaking of the wind and then the next minute there was a downpour on the roof. Of course we hadn't planned for that and our hut wasn't water-tight. The rain came pouring in and in minutes our sleeping bags were soaked and so were we. **And then as quickly as it started, the rain stopped.**

The storyteller is really feeling uncomfortable. What will he do about it?

Maybe this was my way out? **I waited for Josh to make the first move.**

"This sucks!" he said. "Let's go back inside." We gathered our bits and pieces and scrambled out of the hut and down the tree. Josh was so busy talking about the changes we could make next time he came to stay that he didn't see Dad over by the side of the house **fiddling with the hose**. But I saw him and I saw the **big wink he gave me**.

Have the readers made the connection? it wasn't really raining, it was Dad with the hose.

STORY STRUCTURE

Characters

Storyteller - loves video games
Josh - country cousin

Problem

Josh and the storyteller have different interests.

Feelings

Feels nervous about cousin Josh coming to stay.

Setting

The storyteller's home.

Problem development

Josh wants to make a tree hut.

Problem development

Josh wants to sleep the night in the tree hut.

Action

Storyteller goes along with everything Josh wants to do.

Problem development

Josh is getting even more uncomfortable.

Action

Dad rescues the storyteller. He didn't have to sleep in the tree hut.

Outcome

Storyteller didn't lose face with Josh.

Theme

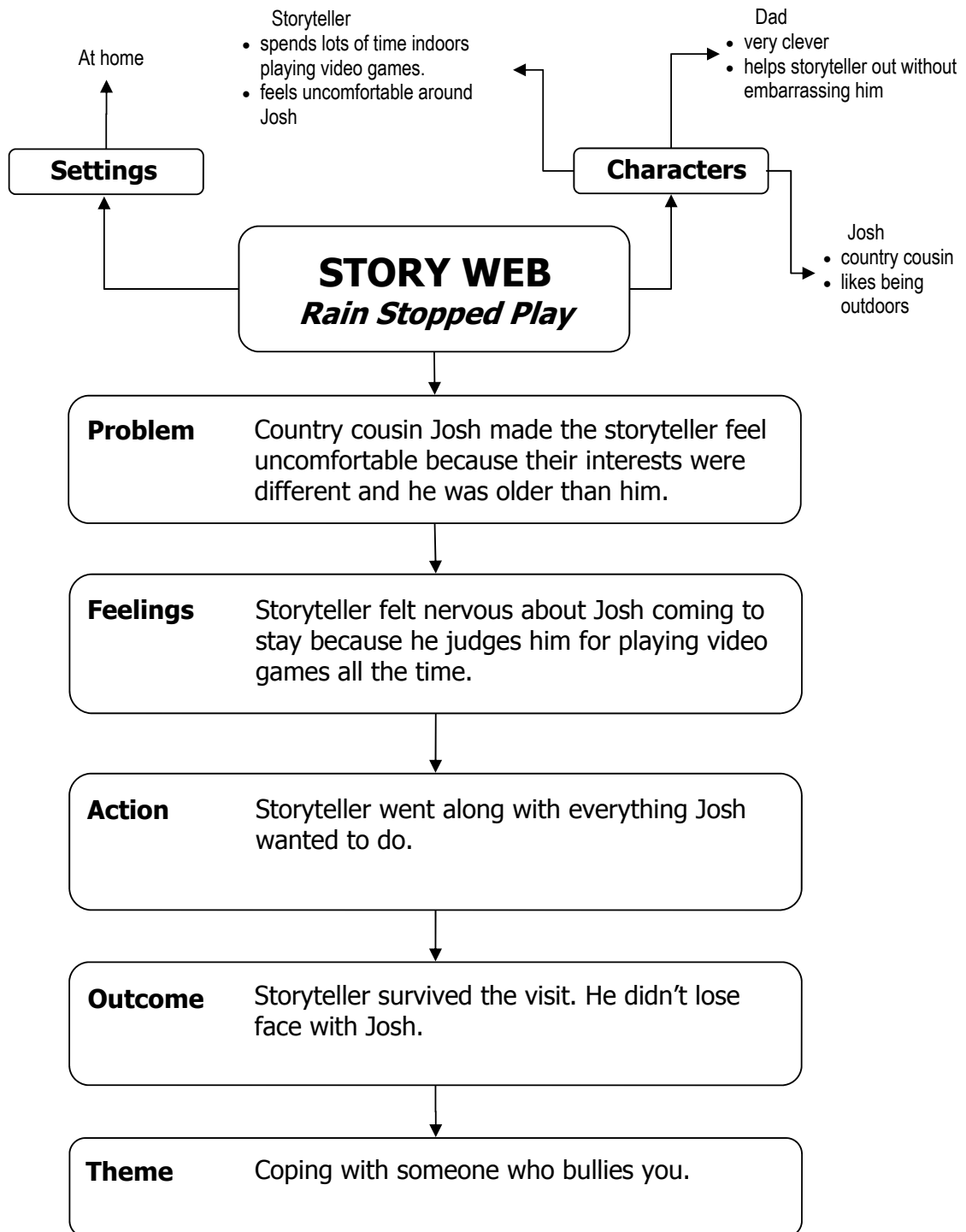
Coping with being bullied.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It was an interesting problem. It was good the way Dad helped him out without embarrassing him in front of Josh.*

Characters - *Josh wasn't a very nice person.*

Theme - *It made me realise that there are lots of ways that people can be bullies.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

SUPERHEROES

by Hilton Ayrey

Zac always wanted to have superpowers. After watching the first Spiderman movie he spent many hours after school trying to climb the wall of his house. When 'The Hulk' came out on DVD he painted his face green and puffed up his chest trying to make his t-shirt rip. After watching Batman he made his bike into a Bat Mobile. His mother stopped him doing that when his cape got in the way one day and he had a terrible crash.

But even with all these setbacks, Zac never gave up hope. He dreamed that one day his superpowers would arrive and he would be the hero of the town where he lived.

It was Wednesday and Zac was sitting in his tree hut overlooking the busy motorway that ran past the back of his house. In his mind he had just discovered that he actually could fly faster than a speeding bullet and that he could see through solid walls. He was using his x-ray vision to check out what was in the huge trucks that rumbled by. He was flying in and out of the traffic below, just because he could.

It was then that he noticed Penny, his two-year-old neighbour crawling along the grass verge beside the motorway. She was heading for the busy road. How had she got out of her backyard? She was thirty seconds from the roadside. The low bushes planted by the road meant that there was no way the traffic would see her. He had to act NOW. He yelled her name but the noise of the traffic drowned him out.

There was no time to climb down from the tree hut. He leapt from the platform of his tree hut into the tree over the fence. He lost his grip on the branch he was aiming for, but somehow managed to slide down the trunk to the ground. He landed with a thud but was on his feet in a flash. He threw himself through the air and knocked Penny to the ground just as she was about to crawl onto the road. You don't need superpowers to be a hero.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

SUPERHEROES

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:5

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did Zac want to have superpowers?
3. Draw a map of Zac's place showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster warning parents to keep gates shut near motorways.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about Penny's lucky escape.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Redesign Zac's tree hut so that he can keep watch on everything that is happening in his neighbourhood.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about what Zac did.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:5

RA 8-9 YRS

SUPERHEROES

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *Who are your favourite superheroes? Why?*

STORY STRUCTURE

Zac always wanted to have superpowers. After watching the first Spiderman movie he spent many hours after school trying to climb the wall of his house. When 'The Hulk' came out on DVD he painted his face green and puffed up his chest trying to make his t-shirt rip. After watching Batman he made his bike into a Bat Mobile. His mother stopped him doing that when **his cape got in the way** one day and he had a terrible crash.

Strong hook - something many children can relate to.

Characters

Zac - wants superpowers.

Setting

At home.

But even with **all these setbacks**, Zac never gave up hope. He dreamed that one day his superpowers would arrive and he would be the hero of the town where he lived.

Zac is very determined to realise his dream.

Feelings

He didn't give up his dream.

It was Wednesday and Zac was sitting in his tree hut overlooking the busy motorway that ran past the back of his house. **In his mind** he had just discovered that he actually could fly faster than a speeding bullet and that he could see through solid walls. **He was using his x-ray vision** to check out what was in the huge trucks that rumbled by. He was flying in and out of the traffic below, **just because he could**.

Do the readers understand what is actually happening here?

No problem yet.

It was then that he noticed Penny, his two-year-old neighbour crawling along the **grass verge** beside the motorway. She was heading for the busy road. How had she got out of her backyard? She was thirty seconds from the road-side. The low bushes planted by the road meant that there was **no way the traffic would see her**. He had to act NOW. He yelled her name but the noise of the traffic drowned him out.

Rising tension - the real story problem is presented.

Problem

Penny is in danger.

Feelings

He has to do something.

There was no time to climb down from the tree hut. He **leapt from the platform** of his tree hut **into the tree over the fence**. He lost his grip on the branch he was aiming for, but somehow managed to slide down the trunk to the ground. He landed with a thud but was on his feet in a flash. He threw himself through the air and knocked Penny to the ground just as she was about to crawl onto the road. **You don't need superpowers to be a hero.**

Vivid description of the action.

Action

Zac jumped over the fence and dived on Penny to stop her crawling onto the motorway.

Outcome

Zac was a hero.

Theme

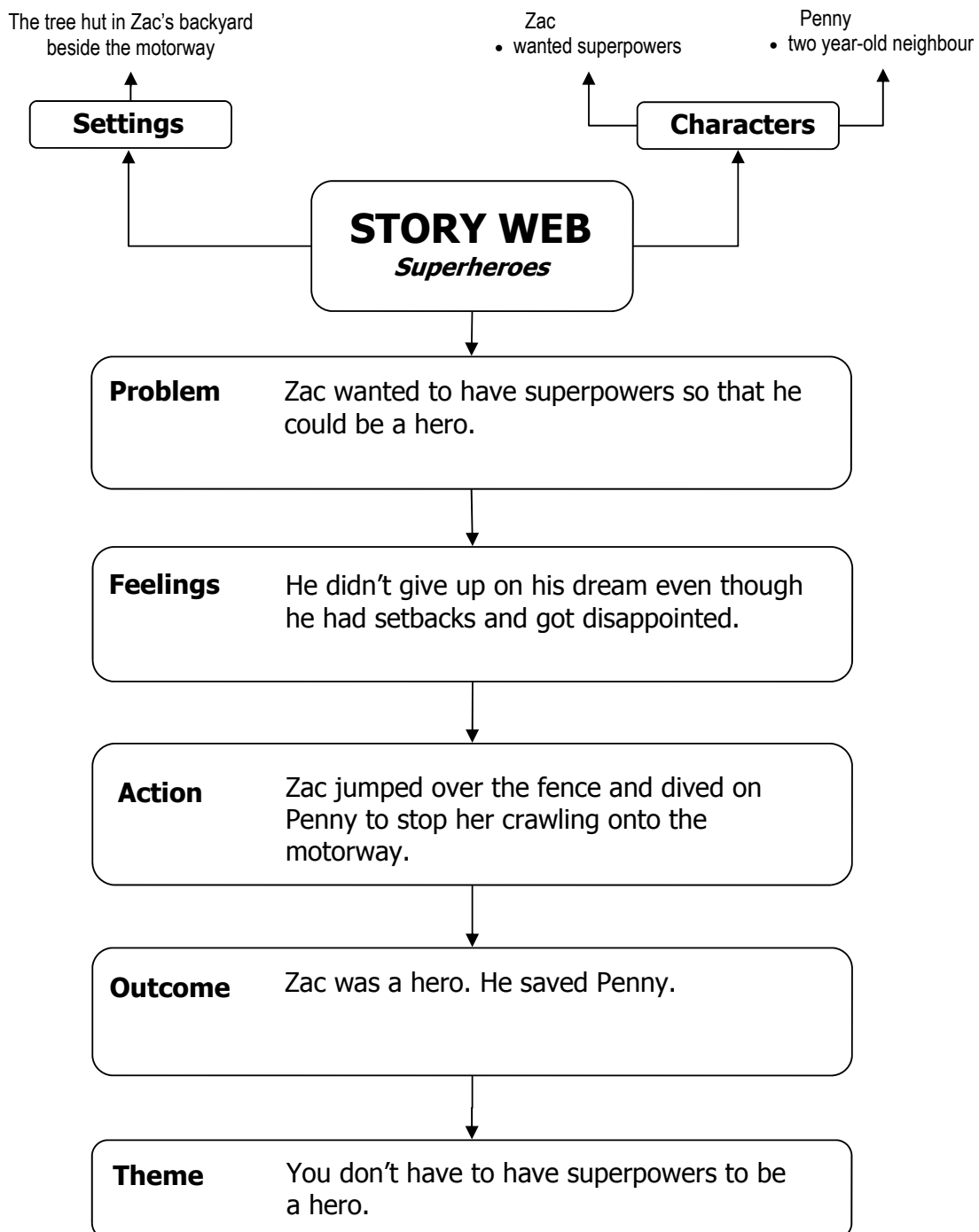
You don't have to have superpowers to be a hero.

AFTER READING DISCUSSION

1. Review Story Structure: *(sample on next page)*
2. Story Evaluation: *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Prior knowledge or interests - *Sometimes I think about having superpowers too.*
Interesting story structure - *It was cool the way Zac got to be a hero.*
Humour - *It was funny when he tried to be like Spiderman and the Hulk.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

vegetables are yuck

by hilton ayrey

All his life Ben had hated vegetables. There was something about them that made him feel sick and he just could not eat them. The vegetable battle with his mother had been a tough one. When he was two she had mixed all sorts of things together to try and hide the taste and the look. But Ben had always been able to smell them out. He could remember when he was four, sitting for two hours at the table holding a mouthful of pumpkin in his cheeks, refusing to swallow it. There was no way he could do it no matter what his parents did. Even a bowl of his favourite ice cream melting in front of him had not been enough to get him to swallow the horrible stuff.

But yesterday something happened that would change his life forever. He was sitting in the doctor's waiting room, waiting for his mother. There was nothing to do so he picked up a book that was lying around. It was just an ordinary-looking book, but as soon as he started reading it he couldn't put it down. It was all about a boy who ate so many carrots that he got super eyesight.

Ben couldn't wait to get home. He went straight to the fridge, grabbed a bag of carrots, and locked himself in his bedroom. Suddenly there was a reason for eating these horrible orange sticks. After four carrots he began to feel a special glow, just like the boy had described in the book. After six carrots his eyes felt like they were jumping out of his head. For the next week he hunted down carrots wherever he could find them. It wasn't easy because there was no way he wanted his mum to know about his new favourite food.

And sure enough, day by day he noticed a change. On Tuesday the teacher stood at the front of the class giving a spelling test. Ben was sitting at the back but he was able to read everything on the test paper in her hands. It felt good to get everything right for a change, even though he knew he was cheating. On Wednesday he could see the lollies that Jackson was stuffing in his face from right across the other side of the playground. Jackson gave him some when he said he would tell on him. By Thursday it was starting to get a bit freaky. He was watching TV when suddenly he realised that he could see what was going on **inside** the TV.

On Friday he was waiting for his mum again in the doctor's waiting room. He looked everywhere for the carrot book but he couldn't find it. So he picked up a book about a sailor who had enormous muscles and got super strength from eating spinach ...

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

Vegetables are yuck

by hilton ayrey

ACTIVITIES

Junior Stories 2:6

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. What does it mean when it says in the story that "it looked like his dream had come true"?
3. Draw pictures of the settings in the story showing where the action takes place. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about the magic properties of carrots.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about Ben and his adventures with carrots.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a superhero who gets super powers from eating vegetables.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having superpowers

Yellow Hat Thinking (Good)

Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1

This was a great story

This story was OK

I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:6

RA 8-9 YRS

Vegetables are yuck

by hilton ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: Do you like vegetables? What are the ones you really don't like?

STORY STRUCTURE

All his life Ben had hated vegetables. There was something about them that made him feel sick and he just could not eat them. The **vegetable battle with his mother had been a tough one**. When he was two she had mixed all sorts of things together to try and hide the taste and the look. But Ben had always been able to **smell them out**. He could remember when he was four, sitting for two hours at the table holding a mouthful of pumpkin in his cheeks, refusing to swallow it. There was **no way he could do** it no matter what his parents did. Even a bowl of his favourite ice cream melting in front of him had not been enough to get him to swallow the horrible stuff.

A strong hook into the story - a familiar problem for many kids.

Setting

At home.

Characters

Ben and his mother.

Problem

Ben couldn't eat vegetables.

Feelings

Made him feel sick. There was no way he could do it.

But yesterday something happened that would change his life forever.

He was sitting in the doctor's waiting room, waiting for his mother. There was nothing to do so he picked up a book that was lying around. It was just an ordinary-looking book, but as soon as he started reading it **he couldn't put it down**. It was all about a boy who ate so many carrots that he got super eyesight.

Opening sentence foreshadows the action - something big is coming up!

Setting

Doctor's waiting room.

Action

He reads a book about a boy who got super eyesight from eating carrots.

Ben couldn't wait to get home. He went straight to the fridge, grabbed a bag of carrots, and locked himself in his bedroom. Suddenly there was **a reason for eating these horrible orange sticks**. After four carrots he began to feel a special glow, just like the boy had described in the book. After six carrots his eyes felt like they were jumping out of his head. For the next week he **hunted down carrots** wherever he could find them. It wasn't easy because there was **no way he wanted his mum to know** about his new favourite food.

This is a huge change for Ben who couldn't eat vegetables. Will it work for him?

Action

Ben starts eating lots of carrots.

Feelings

Didn't want his mother to know about it.

And sure enough, day by day he noticed a change. On Tuesday the teacher stood at the front of the class giving a spelling test. Ben was sitting at the back but he was able to read everything on the test paper in her hands. It **felt good** to get everything right for a change, even though **he knew he was cheating**. On Wednesday he could see the lollies that Jackson was stuffing in his face from right across the other side of the playground. Jackson gave him some when **he said he would tell on him**. By Thursday it was starting to get a bit freaky. He was watching TV when suddenly he realised that he could see what was going on **inside** the TV.

Is Ben abusing his powers? - Moral theme may be beyond readers of this age.

Outcome

Ben started to get super eyesight.

Feelings

Felt good about his new powers even though he knew it was wrong to cheat.

On Friday he was waiting for his mum again in the doctor's waiting room. He looked everywhere for the carrot book but he couldn't find it. So he picked up a book about a sailor who had enormous muscles and got super strength from eating spinach ...

Can the readers infer what might happen next?

Outcome

Maybe now he will start eating spinach.

Theme

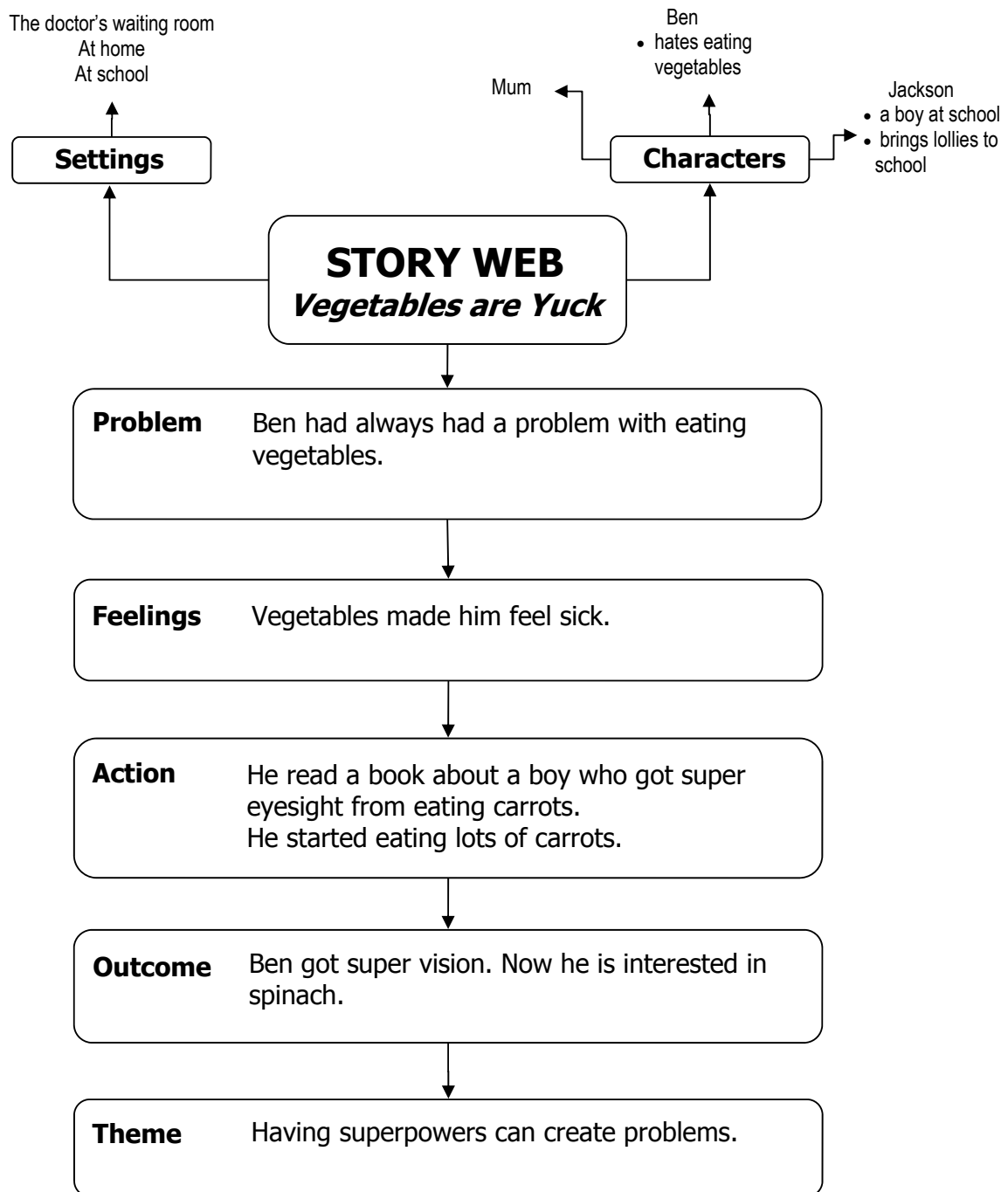
Having superpowers can create problems.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It had a good ending. I can imagine what happens next.*
Familiar topic - *I hate eating vegetables too.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

The Boy and the Rat

by Hilton Ayrey

The sign in the pet shop window said "Rat Sale - Only Five Dollars". The boy had always wanted a pet rat. His mother had told him many times that it was never going to happen. But today he just happened to have five dollars in his pocket and he felt as if the planets had aligned. It was something he had to do. Before he knew it he was inside the shop checking out the rat cage. If he was going to buy a rat it had to be something special. He rattled his fingers across the bars on the cage and all the rats shuffled to the back looking frightened. All but one ... a small white rat with big black patches around its eyes like enormous sunglasses. He stood up on his hind legs twitching his nose as if to say, "This looks like a bit of fun. Bring it on..."

Ten minutes later the boy was out of the shop with his new friend tucked away inside his jacket. The rat was calm and quiet, sensing that life was looking up. Upstairs in his bedroom the boy used his Lego to make a cool rat house. It was three stories high with lots of interesting cubbyholes and stairwells. The rat took to it like a duck to water. A long time ago the boy had convinced his mother that any attempt to clean his room was a waste of time so the rat would be safe as long as it stayed in the bedroom. But the boy had far bigger plans than that. The rat was going to school.

This required some training but the rat learned quickly. The food supply was in the right-hand inside pocket. The left-hand inside pocket was for sleeping. When the rat needed to stretch his legs he could race back and forward in the arms of the jacket. Nestling inside the collar or peeking out of the sleeves allowed a view of what was going on in the outside world.

It was on the third day that things went wrong. Miss Wilmot, the boy's teacher, was a very highly strung piece of work. She was a neatness freak of the highest degree, with an intense dislike of insects and small creepy animals. The rat had been lurking in the boy's sleeve during handwriting. Miss Wilmot stopped at his desk to mark his work. The rat scurried across the desk and into her pocket. She felt something and reached into her pocket. As her hand touched on the furry object, the rat ran up inside the sleeve of her jacket, emerging from the collar, swung on her hair and scrambled up to sit perched on her head. Miss Wilmot had a meltdown. As she ran shrieking from the classroom, the rat leapt from her head to the classroom curtain and the boy quickly scooped him up and returned him to his pocket. There would need to be some more training.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

The Boy and the Rat

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:7

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did the boy choose that particular rat?
3. Draw pictures with labels to show you understand what happened in the classroom.

APPLYING - Using what you know from the story

4. Make a poster with lots of tips for kids who want to keep secret pets.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about the Boy and the Rat.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a piece of clothing so that you could take your pet with you everywhere you go. (It doesn't have to be a rat!)
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a pet.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:7

RA 8-9 YRS

The Boy and the Rat

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?

2. Access prior knowledge: How would your mother feel about you having a pet rat?

STORY STRUCTURE

The sign in the pet shop window said "Rat Sale Only \$5". The boy had always wanted a pet rat. His mother had told him many times that it was never going to happen. But today he just happened to have five dollars in his pocket and he felt as if **the planets had aligned**. It was something he had to do. Before he knew it he was inside the shop checking out the rat cage. If he was going to buy a rat it had to be **something special**. He rattled his fingers across the bars on the cage and all the rats shuffled to the back looking frightened. All but one ... a small white rat with big black patches around its eyes like enormous sunglasses. He stood up on his hind legs twitching his nose as if to say, **"This looks like a bit of fun. Bring it on..."**

"... as if the planets had aligned..." an important concept explaining why he bought the rat.

Setting

Pet shop.

Characters

The boy - wants a pet rat.

Problem

Not allowed a pet rat.

Feelings

He felt that it was the right thing to do.

Character

The Rat - small and white with black patches over its eyes and has attitude.

Ten minutes later the boy was out of the shop with his new friend tucked away inside his jacket. The rat was calm and quiet, sensing that **life was looking up**. Upstairs in his bedroom the boy used his Lego to make a cool rat house. It was three stories high with lots of interesting cubbyholes and stairwells. The rat took to it like a duck to water. **A long time ago** the boy had convinced his mother that any attempt to clean his room was **a waste of time** so the rat would be safe as long as it stayed in the bedroom. But **the boy had far bigger plans** than that. The rat was going to school.

Action

Bought the rat. Hid it in his bedroom.

Setting

The boy's bedroom.

This required some training but the rat learned quickly. The food supply was in the right-hand inside pocket. The left-hand inside pocket was for sleeping. When the rat needed to stretch his legs he could race back and forward in the arms of the jacket. Nestling inside the collar or peeking out of the sleeves **allowed a view of what was going on in the outside world**.

Action

Trained the rat so he could take it to school.

It was on the third day that things went wrong. Miss Wilmot, the boy's teacher, was a very **highly strung piece of work**. She was a **neatness freak** of the highest degree, with an intense dislike of insects and small creepy animals. The rat had been lurking in the boy's sleeve during handwriting. Miss Wilmot stopped at his desk to mark his work. The rat scurried across the desk and into her pocket. She felt something and reached into her pocket. As her hand touched on the furry object, the rat ran up inside the sleeve of her jacket, emerging from the collar, swung on her hair and scrambled up to sit perched on her head. Miss Wilmot had a **meltdown**. As she ran shrieking from the classroom, the rat leapt from her head to the classroom curtain and the boy quickly scooped him up and returned him to his pocket. There would need to be some more training.

New character (Miss Wilmot) creates the excitement.

Character

Miss Wilmot - teacher

- highly strung
- neatness freak
- doesn't like small, creepy animals

Outcome

The rat is not well enough trained. Miss Wilmot has a melt-down.

Theme

Looking after pets.
Keeping a secret.

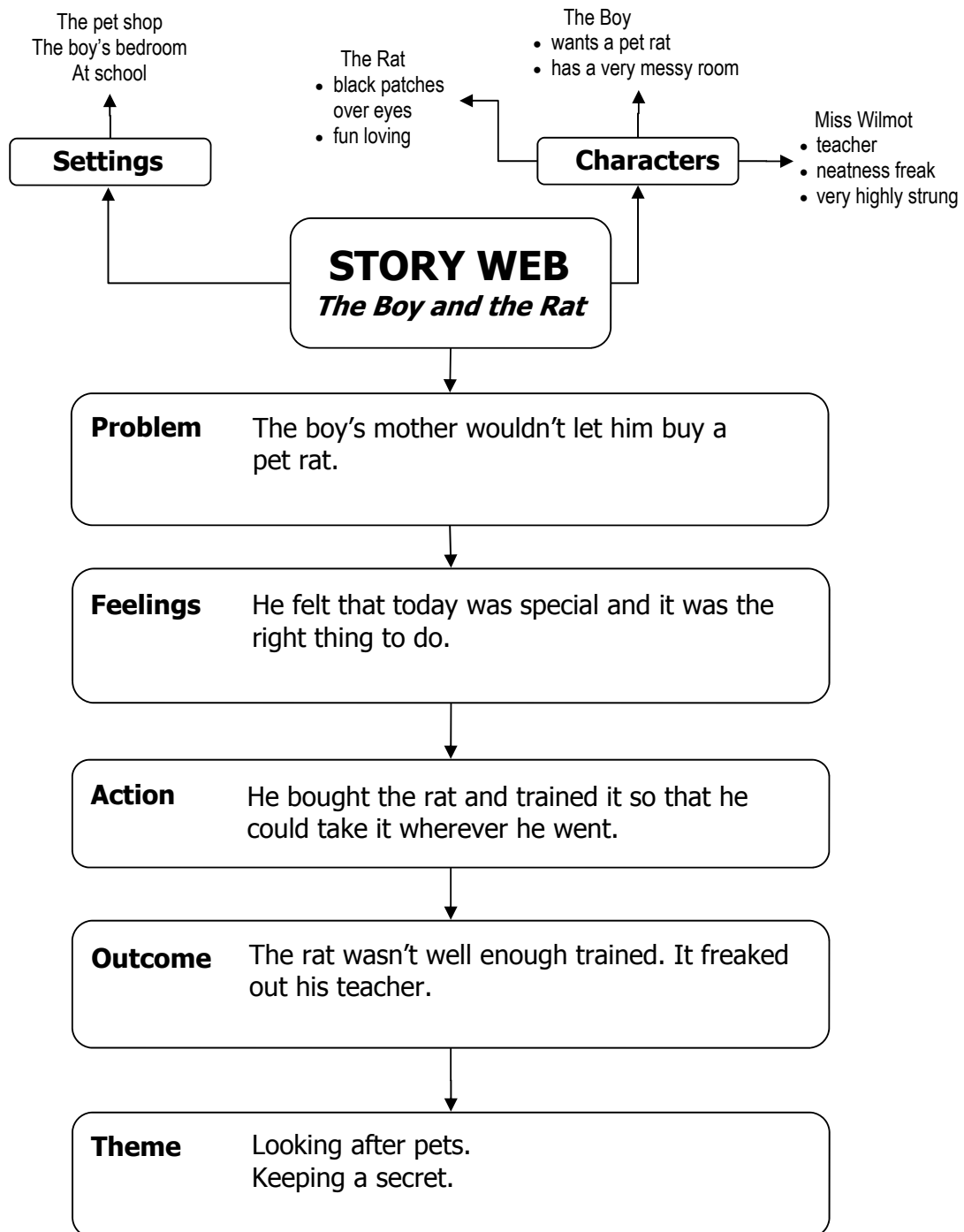
AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)

2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses:

- Story structure - *It had a really cool ending because the rat didn't get caught.*
- Humour - *It was funny when the rat went into the teacher's pocket and she freaked out.*
- Characters - *Miss Wilmot was a good character - interesting description.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

ELEPHANT WHISPERER

by Hilron Ayrey

Charlotte came into this world with a special love for elephants. Before she could talk she would gurgle and coo whenever she saw a picture of an elephant. Her favourite stuffed toy was of course an elephant and the first word she spoke was "elephant". Her parents noticed this very early on and so by the time she was five she had many many books about elephants. She used these to teach herself to read. Whenever she was asked what special thing she would like to do in the weekend it was always a visit to the zoo. Once she was there she would sit for hours in front of the elephant cage watching their every move.

She just happened to be at the zoo on the day that there was an elephant emergency. The zoo-keepers were cleaning the elephant cage. Samba, the biggest and oldest of the three elephants, was minding his own business when a mouse ran across the ground in front of him. Now there are not many things that elephants are frightened of, but one thing that will drive them into a frenzy is a mouse. Some people say it is because the elephant is afraid that the mouse will run up inside its trunk.

For whatever reason, when Samba saw the mouse, he went crazy. He trumpeted loudly with his trunk and started to lumber back and forth. His eyes were wild and he was shaking his huge head and flapping his ears. Unfortunately one of the zoo-keepers had left the door to the elephant cage unlocked, and when Samba brushed past it, it swung open.

Quick as a flash, Samba was through the gate and headed off past the monkey cages at a great speed (for an elephant). The monkeys all hooted with delight. Visitors to the zoo ran to get out of his way. Children screamed and wailed. All of this made poor Samba more confused and even more upset. The zoo-keepers rushed after him but there was very little they could do to calm him down. He charged into the shallow lake in the middle of the zoo grounds, wildly thrashing around with his trunk, blowing water in all directions and trumpeting wildly. A large crowd gathered to watch and the zoo-keepers stood in a nervous group trying to decide what to do next.

Suddenly there was a hush. What was that little girl doing? There was Charlotte wading out through the water towards Samba.

"Stop her. The elephant will trample her!" called someone. But there was no stopping Charlotte. She closed in on the elephant, calling out to him in a gentle voice. Samba saw her coming. He tossed his head one more time and then stood quietly as the little girl came up to him. She stroked his trunk and talked softly to him and smiled up into his big eyes. The crowd gasped as Samba curled his trunk around her waist. He gently lifted her up and placed her on his back. Then he lumbered back to the shore and back to the elephant cage with a very excited young girl on his back. Charlotte was having the ride of her life.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

ELEPHANT WHISPERER

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:8

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why do you think this story is called 'Elephant Whisperer'?
3. Draw a map of the zoo showing where the action in the story takes place. Use labels.

APPLYING - Using what you know from the story

4. Make a poster for the elephant cage warning visitors to the zoo about Samba and the things that frighten him.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about the elephant emergency.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design something that will stop mice running up Samba's trunk.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about keeping elephants in cages at the zoo.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:8

RA 8-9 YRS

ELEPHANT WHISPERER

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is a horse whisperer or an elephant whisperer?

STORY STRUCTURE

Charlotte came into this world with a special love for elephants. Before she could talk she would gurgle and coo whenever she saw a picture of an elephant. Her favourite stuffed toy was of course an elephant and the first word she spoke was "elephant". Her parents noticed this very early on and so by the time she was five she had many many books about elephants. She used these to teach herself to read. Whenever she was asked what special thing she would like to do in the weekend it was always a visit to the zoo. Once she was there she would sit for hours in front of the elephant cage watching their every move.

Introduction to Charlotte the central character. Her love of elephants is a strong hook.

Characters

Charlotte - likes elephants.

Setting

Charlotte growing up at home.

She just happened to be at the zoo on the day that there was an **elephant emergency**. The zoo-keepers were cleaning the elephant cage. Samba, the biggest and oldest of the three elephants, was minding his own business when a mouse ran across the ground in front of him. Now there are not many things that elephants are frightened of, but one thing that will **drive them into a frenzy** is a mouse. Some people say it is because the elephant is afraid that the mouse will run up inside its trunk.

Development of the problem.

Setting

The zoo.

Problem

There was a mouse in the elephant cage.

For whatever reason, when Samba saw the mouse, he went crazy. He trumpeted loudly with his trunk and started to **lumber back and forth**. His **eyes were wild** and he was **shaking his huge head** and **flapping his ears**. Unfortunately one of the zoo-keepers had left the door to the elephant cage unlocked, and when Samba brushed past it, it swung open.

Strong imagery of the frightened elephant - the tension is starting to mount.

Feelings

Samba was frightened by the mouse.

Quick as a flash, Samba was through the gate and headed off past the monkey cages at a great speed (for an elephant). The monkeys all hooted with delight. Visitors to the zoo ran to get out of his way. Children screamed and wailed. All of this made poor Samba **more confused** and **even more upset**. The zoo-keepers rushed after him but there was very little they could do to calm him down. He charged into the shallow lake in the middle of the zoo grounds, **wildly thrashing** around with his trunk, **blowing water** in all directions and **trumpeting wildly**. A large crowd gathered to watch and the zoo-keepers **stood in a nervous group** trying to decide what to do next.

Vivid description of the elephant's panic attack.

Action

Samba escaped from the cage.

Problem development

Samba got more frightened and confused.

Suddenly there was a hush. What was that little girl doing? There was Charlotte wading out through the water towards Samba. "Stop her. The elephant will trample her!" called someone. But there was no stopping Charlotte. She **closed in** on the elephant, calling out to him in a gentle voice. Samba saw her coming. He tossed his head one more time and then stood quietly as the little girl came up to him. She stroked his trunk and talked softly to him and smiled up into his big eyes. The crowd gasped as Samba curled his trunk around her waist. He gently lifted her up and placed her on his back. Then he **lumbered** back to the shore and back to the elephant cage with a very excited young girl on his back. Charlotte was having the ride of her life.

Action

Charlotte went to calm him down.

Outcome

Samba calmed down and returned to his cage. Charlotte got to ride on the elephant.

Theme

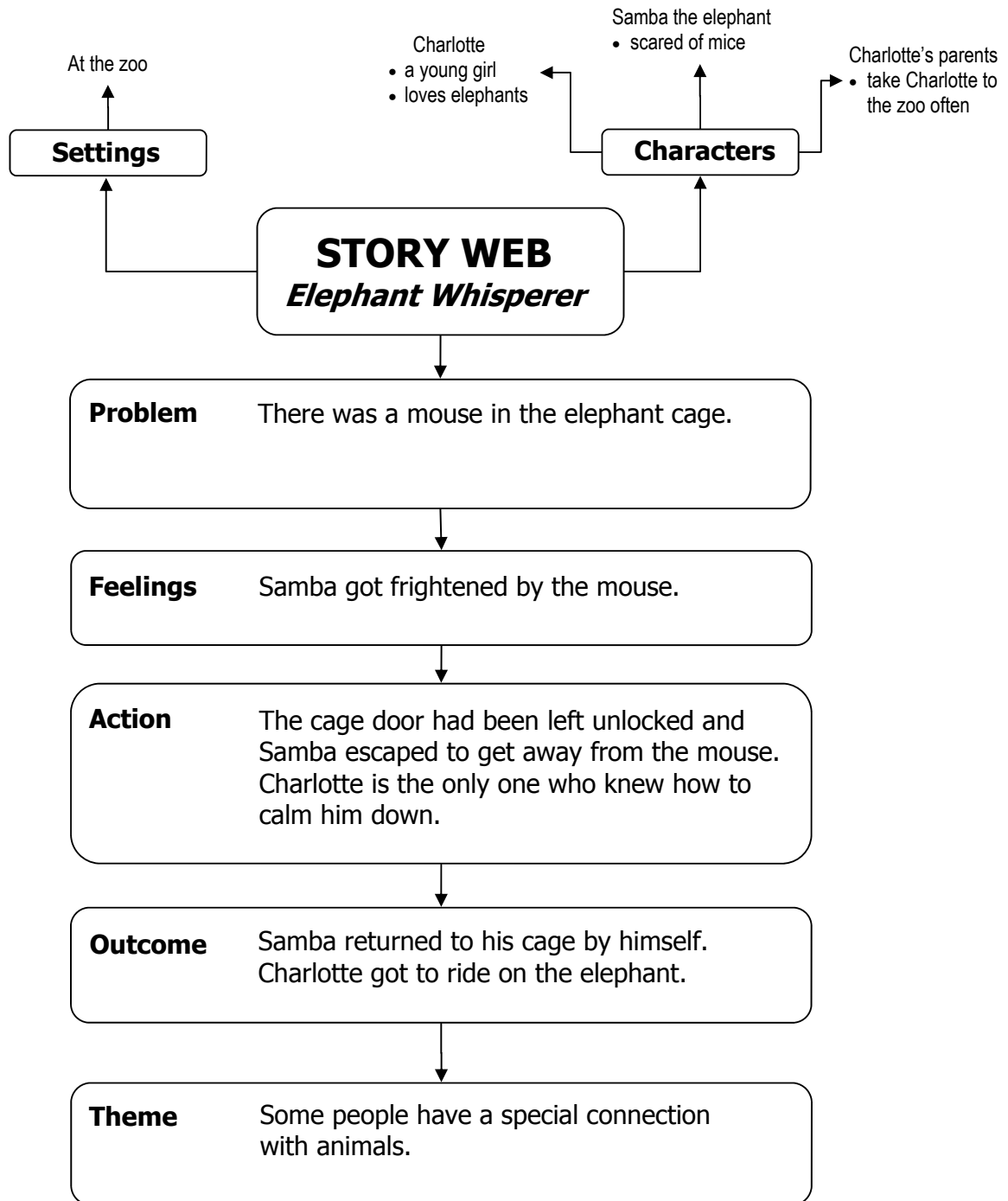
Some people have a special connection with animals.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It had a really cool ending. Charlotte was very brave and she got a good reward for being so interested in elephants.*

Interest in the topic - *I like stories about animals.*

Humour - *It was funny that Samba got so upset by a mouse.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

Who Did It?

by Hilton Ayrey

Jen was very proud of her ability to solve mysteries around the home. "Who ate the last chocolate biscuit?" That one had been easy. She had found crumbs on Sam's bedroom floor and, once she pointed out the chocolate on the corner of his mouth, he admitted it was him.

Another one was, "Who always leaves the fridge door open?" For two weeks Jen sat at the kitchen table doing her homework and kept a record. Dad 17 times, Sam 6, Susie 4. At the end of two weeks Jen wrote her report and showed it to the family as they sat down for dinner. Dad rolled his eyes. No one can argue with facts like that.

Now she was on another case - the biggest one yet. "Who leaves the bathroom door open at nights?" Mum wanted it closed. She said the light from the street shone through the bathroom and into her bedroom. Everyone said that they shut the bathroom door after them but every morning for the last week it had been open in the morning.

Time for another stake out. Jen stuffed clothing in her bed so that when Mum did a quick check she would think she was fast asleep. Then she took up her position in the hallway cupboard. She left the door open just a little bit so she could see everyone who came and went from the bathroom.

Two o'clock in the morning - Dad went to the toilet AND closed the door when he was finished. Four o'clock - Sam went to the toilet ... AND... closed the door. Jen was getting very sleepy. From inside the bathroom she heard the door handle rattle. The hairs on the back of her neck stood up. There it was again. It was very dark in the hallway but she could see the door handle turning. So it wasn't an inside job after all!

There was a loud click and the door creaked open on its hinges. She strained her eyes to see what was happening. She was too frightened to call out. There was a scratching noise and then slowly, the door opened, just enough for something to wriggle through close to the ground. It crept down the hallway towards where she was hiding. Her heart was pumping so loudly in her chest she was sure the intruder could hear it. It paused for a moment, sniffing the cupboard and then continued on down the hallway, into Sam's room and onto his bed.

Mystery solved. It was Bosco the cat. Who said cats were dumb? On cold winter nights, Bosco had squeezed in through the bathroom window and by leaping up onto the bench he had found a way to open the door with his paws.

Notes on Story Structure

Characters

Setting

Problem

Feelings


Action

Outcome

Theme(s)

Who Did It?

by Hilton Ayrey

ACTIVITIES	Junior Stories 2:9						
REMEMBERING - What are the facts 1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.							
UNDERSTANDING - Show that you understand the story 2. Why was Jen good at solving mysteries? 3. Draw a map of Jen's house showing where the action happened. Use labels.							
APPLYING - Using what you know from the story 4. Make a poster to go on the fridge or the bathroom door reminding people to keep the door closed. <i>Remember a poster should have an eye-catching title, information, and drawings.</i> 5. Write a short poem or rap song about Bosco the Wonder Cat.							
ANALYSING - Breaking down the story to show how it works 6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event. 7. Make a STORY WEB showing all the following: CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME							
CREATING - Coming up with new ideas 8. Design a new interesting way for Bosco to get in and out of the house (not a cat door). <i>Label your drawings or write descriptions to explain your interesting ideas.</i>							
EVALUATING - Sorting out the good from the bad 9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being someone who can solve mysteries. <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>Yellow Hat Thinking (Good)</th><th>Black Hat Thinking (Bad)</th></tr></thead><tbody><tr><td> </td><td> </td></tr></tbody></table> 10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did. <table style="margin-left: auto; margin-right: auto;"><tr><td>10-----5-----1</td></tr><tr><td>This was a great story This story was OK I didn't like this story</td></tr></table>		Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)			10-----5-----1	This was a great story This story was OK I didn't like this story
Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)						
10-----5-----1							
This was a great story This story was OK I didn't like this story							

TEACHER'S COPY

JUNIOR STORIES 2:9

RA 9-10 YRS

Who Did It? by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?

2. **Access prior knowledge:** *Do you have any mysteries at your place where something goes wrong and NO ONE will own up to it?*

STORY STRUCTURE

Jen was very proud of her ability to solve mysteries around the home. "Who ate the last chocolate biscuit?" That one had been easy. She had found crumbs on Sam's bedroom floor and, once she pointed out the chocolate on the corner of his mouth, he admitted it was him.

Interesting hook into the story.

Characters

Jen - good at solving mysteries.
Ben - likes chocolate biscuits.

Setting

At home.

Another one was, "Who always leaves the fridge door open?" For two weeks Jen sat at the kitchen table doing her homework and kept a record. Dad 17 times, Sam 6, Susie 4. At the end of two weeks Jen wrote her report and showed it to the family as they sat down for dinner. **Dad rolled his eyes. No one can argue with facts like that.**

Character

Dad - leaves the fridge door open.

Now she was on another case - the biggest one yet. "Who leaves the bathroom door open at nights?" Mum wanted it closed. She said the light from the street shone through the bathroom and into her bedroom. Everyone said that they shut the bathroom door after them but every morning for the last week it had been open in the morning.

Problem

New mystery to solve -
Who leaves the bathroom door open at night?

Time for another **stake out**. Jen stuffed clothing in her bed so that when Mum did a quick check she would think she was fast asleep. Then she took up her position in the hallway cupboard. She left the door open just a little bit so she could see everyone who came and went from the bathroom.

Action

Jen stakes out in the hallway cupboard to see who is doing it.

Two o'clock in the morning - Dad went to the toilet AND closed the door when he was finished. Four o'clock - Sam went to the toilet ... AND...closed the door. Jen was getting very sleepy. From inside the bathroom she heard the door handle rattle. The **hairs on the back of her neck stood up**. There it was again. It was very dark in the hallway but she could see the door handle turning. **So it wasn't an inside job after all!**

Feelings

Getting sleepy.

Action

Someone is opening the bathroom door from inside the bathroom!

Rising tension - who could it be if it wasn't someone from her family?

There was a loud click and the door creaked open on its hinges. She **strained** her eyes to see what was happening. She was too frightened to call out. There was a scratching noise and then slowly, the door opened, just enough for something to wriggle through close to the ground. It crept down the hallway towards where she was hiding. Her heart was **pumping so loudly in her chest** she was sure the intruder could hear it. It paused for a moment, sniffing the cupboard and then continued on down the hallway, into Sam's room and onto his bed.

Feelings

Jen is frightened.

Action

Someone or something passes by the cupboard she is hiding in.

Author cranks up the tension.

Mystery solved. It was Bosco the cat. Who said cats were dumb? On cold winter nights, Bosco had squeezed in through the bathroom window and by leaping up onto the bench he had found a way to open the door with his paws.

Outcome

It is Bosco the cat. Mystery solved.

Theme

Solving mysteries.

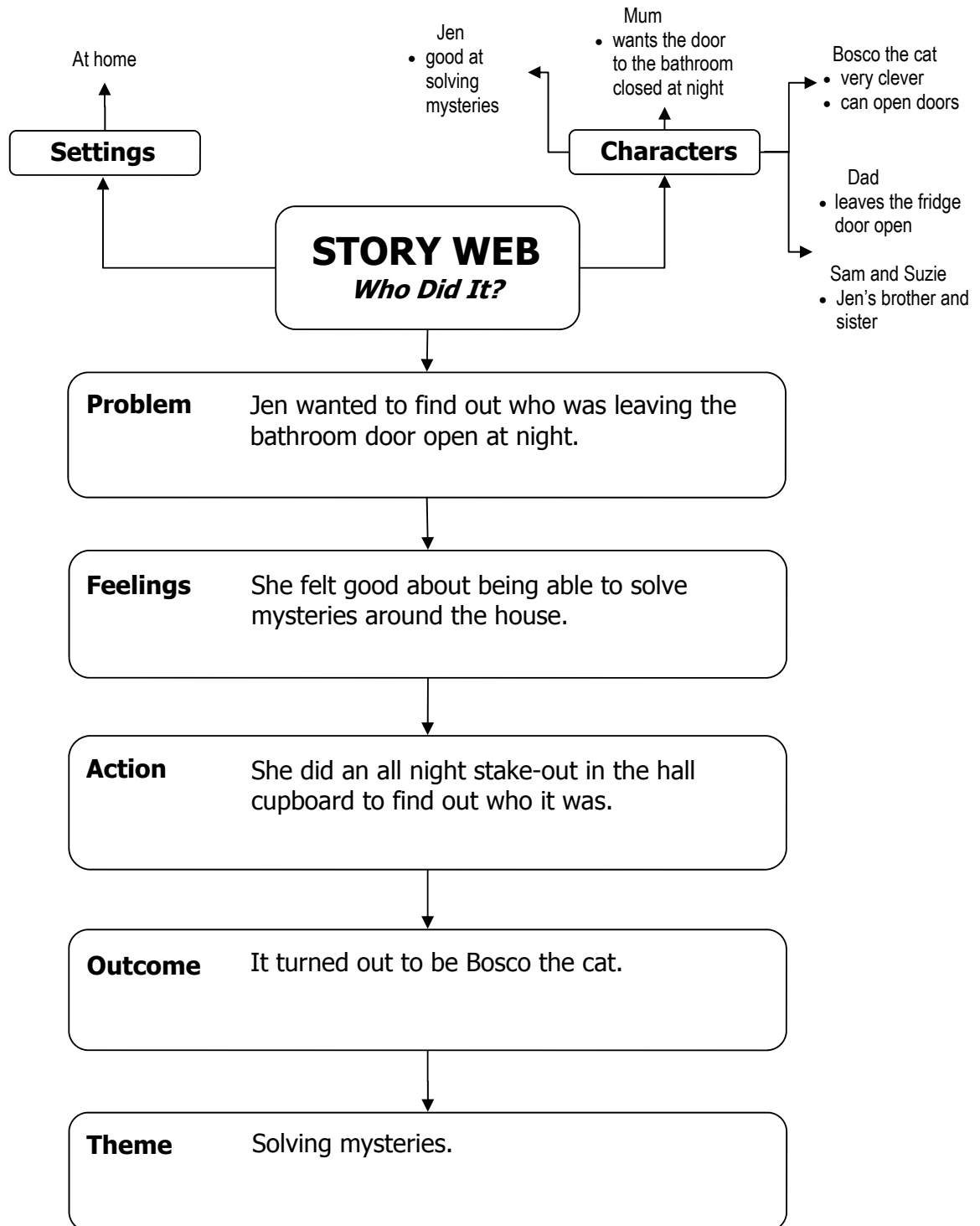
AFTER READING DISCUSSION

1. **Review Story Structure:** *(sample on next page)*

2. **Story Evaluation:** *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It was pretty scary until I worked out that it was probably the cat.*
Characters - *Jen was a good character because she was very determined to solve mysteries around the house.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

THE IRON MAN

By Hilton Ayrey

The Iron Man was taking shape. Ever since Jack and Chan, his next-door neighbour, had seen the movie, they had been busy in Jack's garage making their own Iron Man. Neither of them could remember who had the idea first but once they got thinking about the pile of empty paint cans in Jack's garage there was no stopping them.

They drilled holes in the medium-sized cans and wired them together for the legs. They did the same with smaller cans for the arms. The body and the head were made from huge twenty litre cans, two joined together for the body and one for the head, separated by a small can for the neck. When Jack's dad saw what they were up to he helped them cut two eyes and a mouth in the head. They stuck light bulbs in the eye sockets and fitted a battery-operated speaker from one of Chan's old toy robots into the Iron Man's mouth. By the end of the week the Iron Man stood in the corner of the garage waiting for some finishing touches.

That night there was a terrible storm. Jack woke up to the crash of thunder. Through his window he could see huge lightning bolts flashing down from the sky. They were so close he hid under the blankets. When he went outside in the morning he saw a hole in the garage roof where a particularly vicious lightning bolt had blasted through. When he opened the garage door he could see something glowing inside. It was the Iron Man. No longer a stack of old paint cans, he had come alive. His arms were moving back and forth. The light bulbs in the eye sockets were flashing on and off and horrible screeching noises were coming from the speaker in his mouth.

In the days that followed, the two boys watched as their Iron Man changed. The speed with which it learnt new things was scary. He was gaining more control over the movement of his arms and legs and the strange noises from the speaker became more like words. One day they came into the garage before school and found the Iron Man making some personal modifications with Dad's welding gear. They really knew there was a big problem when one evening they opened the garage door to find the Iron Man holding a wicked-looking weapon that he must have made from all the bits and pieces lying around. His eyes were flashing angrily. There was no mistaking what he was up to as he lurched past them, through the door, and out into the night muttering, "Iron Man Rule the World! Iron Man Rule the world."

The boys stood and stared at each other. What had they created? What should they do? Their question was answered a moment later when there was a screech of brakes and a clatter of cans. As the boys rushed outside, they saw in the light of a street lamp a bus that had come to a sudden stop. Littered all over the street were paint cans. The world had not been ready for the Iron Man to rule it.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

THE IRON MAN

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:10

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. What happened to the Iron Man that made it come to life?
3. Draw a picture of the boy's Iron Man showing how it was made.
Label your drawing to show all the different bits the boys used

APPLYING - Using what you know from the story

4. Make a poster warning the world about the Iron Man in this story.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about this Iron Man.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design your own Iron Man that you could make from things in your garage.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about making things with a friend.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:10

IRA 9-10 YRS

THE IRON MAN

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: Discuss the Iron Man movies / comics?

STORY STRUCTURE

The Iron Man was **taking shape**. Ever since Jack and Chan, his next-door neighbour, had seen the movie, they had been busy in Jack's garage making their own Iron Man. Neither of them could remember who had the idea first but once they got thinking about the pile of empty paint cans in Jack's garage there was no stopping them.

First sentence is a good hook.

Characters

Iron Man, Jack, Chan.

Setting

Jack's garage.

They drilled holes in the medium-sized cans and wired them together for the legs. They did the same with smaller cans for the arms. The body and the head were made from huge twenty litre cans, **two joined together for the body and one for the head, separated by a small can for the neck**. When Jack's dad saw what they were up to he helped them cut two eyes and a mouth in the head. They stuck **light bulbs in the eye sockets** and fitted a **battery-operated speaker** from one of Chan's old toy robots into the Iron Man's mouth. By the end of the week the Iron Man stood in the corner of the garage waiting for some finishing touches.

Development of the story towards the problem. Readers may struggle with understanding the Iron Man construction.

New Character

Jack's dad.

That night there was a terrible storm. Jack woke up to the crash of thunder. Through his window he could see huge lightning bolts flashing down from the sky. They were so close he hid under the blankets. When he went outside in the morning he saw a hole in the garage roof where a particularly **vicious lightning bolt had blasted through**. When he opened the garage door he could see something glowing inside. It was the Iron Man. **No longer a stack of old paint cans**, he had come alive. His arms were moving back and forth. The light bulbs in the eye sockets were flashing on and off and horrible screeching noises were coming from the speaker in his mouth.

Introduction of the problem although not a threat yet.

Problem

Iron Man had come alive.

In the days that followed, the two boys watched as their Iron Man changed. The speed with which it learnt new things was scary. He was gaining more control over the movement of his arms and legs and the strange noises from the speaker became more like words. One day they came into the garage before school and found the Iron Man making some **personal modifications with Dad's welding gear**. They really **knew there was a big problem** when one evening they opened the garage door to find the Iron Man holding a wicked-looking weapon that he must have made from all the bits and pieces lying around. His eyes were flashing angrily. There was **no mistaking what he was up to** as he lurched past them, through the door, and out into the night muttering, "Iron Man Rule the World! Iron Man Rule the world."

Growing tension for the boys—they are feeling uneasy about what is happening and then they realise just how big the problem really is.

Feelings

The boys were feeling nervous about the way the Iron Man was changing / learning new things.

Action

They did nothing about it.

The boys stood and stared at each other. What had they created? What should they do? Their question was answered a moment later when there was a screech of brakes and a clatter of cans. As the boys rushed outside, they saw in the light of a street lamp a bus that had come to a sudden stop. Littered all over the street were paint cans. **The world had not been ready for the Iron Man to rule it.**

A quick solution to the problem.

Outcome

The problem was taken care of by the accident with the bus.

Theme

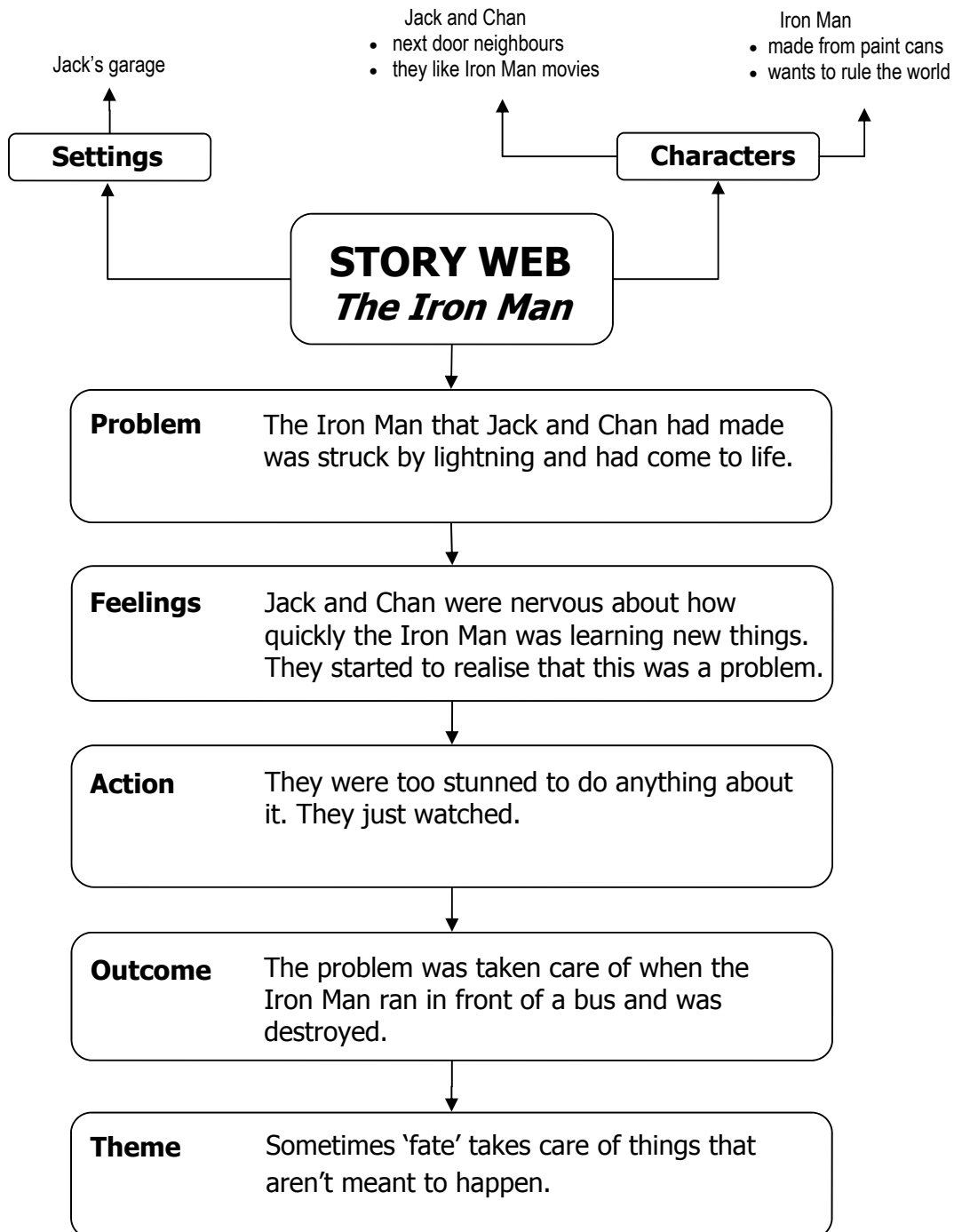
Sometimes 'fate' takes care of things that aren't meant to happen.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It was exciting when the Iron Man came to life. I didn't know how they were going to stop Iron Man. It had a good ending.*

Character - *I liked the way Iron Man changed in the story.*

Strong topic - *I like movies like 'Iron Man' so it was interesting.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

Staying Home

by Hilton Ayrey

Greta didn't want to go to school. She lay in bed and thought about what was ahead of her. Miss McDonald would growl at her for not doing her homework again; annoying Jayden would be borrowing her rubber, her ruler, her glue stick; the other girls would be mean about her new haircut. There just didn't seem to be anything to get up for.

When her mother came into her room she pretended she was still asleep. She managed a very convincing cough.

"Awwwww Mum my throat hurts."

"Well, get up and get dressed and get ready for school and we'll see how you feel then." Mum always said that to her when she was sick.

When she had gone Greta slipped out of bed and turned on the fan heater. She spent the next three minutes with her face really close to it. When Mum came back she noticed that Greta was looking all hot and flustered. She put her hand on her forehead.

"You don't look too good and you are very hot. Maybe you are coming down with something. I'll make an appointment with the doctor this afternoon. You stay in bed."

Greta put on a sad puppy dog look but she was smiling on the inside. She snuggled back down into her bed. Yes... a day in bed! She could hear Mum on the phone probably talking to the doctor. All those annoying problems melted away. Maybe Mum would make some of her favourite pancakes for breakfast. She could finish that awesome book she was reading and watch some TV. Going to the doctor would be fun. Mum would buy her an ice cream if she went on enough about her sore throat.

In a moment Mum was back.

"The doctor is full up today. The nurse said you have probably caught a terrible bug that's going around. She said that you shouldn't eat any solid food today. You have to stay in a dark room because bright lights will give you a terrible headache. That also means no reading and no TV. Oh and by the way, Miss McDonald just rang to say she had finally managed to organise a trip to the vet for you and Brooke today. He has two dogs who will be having their puppies and a cat he has to operate on. She was very disappointed for you when I told her how sick you were. She will get lots of photos and Brooke will be able to tell you all about it. What a shame. Never mind. These things happen. Now I want you to eat this leek soup..."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

Staying Home

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:11

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did Greta want to stay at home?
3. Draw a map of Greta's house showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about how to convince your mum you are sick.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about staying home from school.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Come up with your own plan for convincing Mum that you are too sick to go to school.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being sick and staying home from school.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:11

RA 9-10 YRS

Staying Home

By Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: How do you feel about having a sick day off school?

STORY STRUCTURE

Greta didn't want to go to school. She lay in bed and thought about what was ahead of her. Miss McDonald would growl at her for not doing her homework again; annoying Jayden would be borrowing her rubber, her ruler, her glue stick; the other girls would be mean about her new haircut. **There just didn't seem to be anything to get up for.**

Hook to the story - Greta is having a hard time at school.

Characters

Greta - schoolgirl.

Setting

At home in bed.

Problem

Greta has problems at school.

Feelings

Doesn't feel like going to school.

When her mother came into her room she pretended she was still asleep. She **managed a very convincing cough.**

"Awwwww Mum my throat hurts."

"Well get up and get dressed and get ready for school and we'll see how you feel then." Mum always said that to her when she was sick.

What is Greta up to?

Action

Tries to convince her mother that she is too sick to go to school.

When she had gone Greta slipped out of bed and turned on the fan heater. She spent the next three minutes with her **face really close** to it. When Mum came back she noticed that Greta was looking all hot and flustered. She put her hand on her forehead.

"You don't look too good and you are very hot. Maybe you are **coming down with something.** I'll make an appointment with the doctor this afternoon. You stay in bed."

Greta's plan is to convince her mother to let her stay at home.

Action

Puts her face in front of the heater.

Greta put on a **sad puppy dog look** but she was **smiling on the inside**. She snuggled back down into her bed. Yes... a day in bed! She could hear Mum on the phone probably talking to the doctor. All those annoying problems melted away. Maybe Mum would make some of her favourite pancakes for breakfast. She could finish that awesome book she was reading and watch some TV. Going to the doctor would be fun. Mum would buy her an ice cream if she went on enough about her sore throat.

Everything is going according to plan.

Outcome

It works. She is allowed to stay home.

In a moment Mum was back.

"The doctor is full up today. The nurse said you have probably caught a terrible bug that's going around. She said that you shouldn't eat any solid food today. You have to stay in a dark room because bright lights will give you a terrible headache. That also means no reading and no TV. Oh and by the way, Miss McDonald just rang to say she had finally managed to organise a trip to the vet for you and Brooke today. He has two dogs who will be having their puppies and a cat he has to operate on. She was very disappointed for you when I told her how sick you were. She will get lots of photos and Brooke will be able to tell you all about it. What a shame. Never mind. These things happen. Now I want you to eat this leek soup..."

And suddenly it all turns to custard - the story twist.

Outcome

Her plan backfires. It is going to be a miserable day and she misses out on a trip to the vet.

Theme

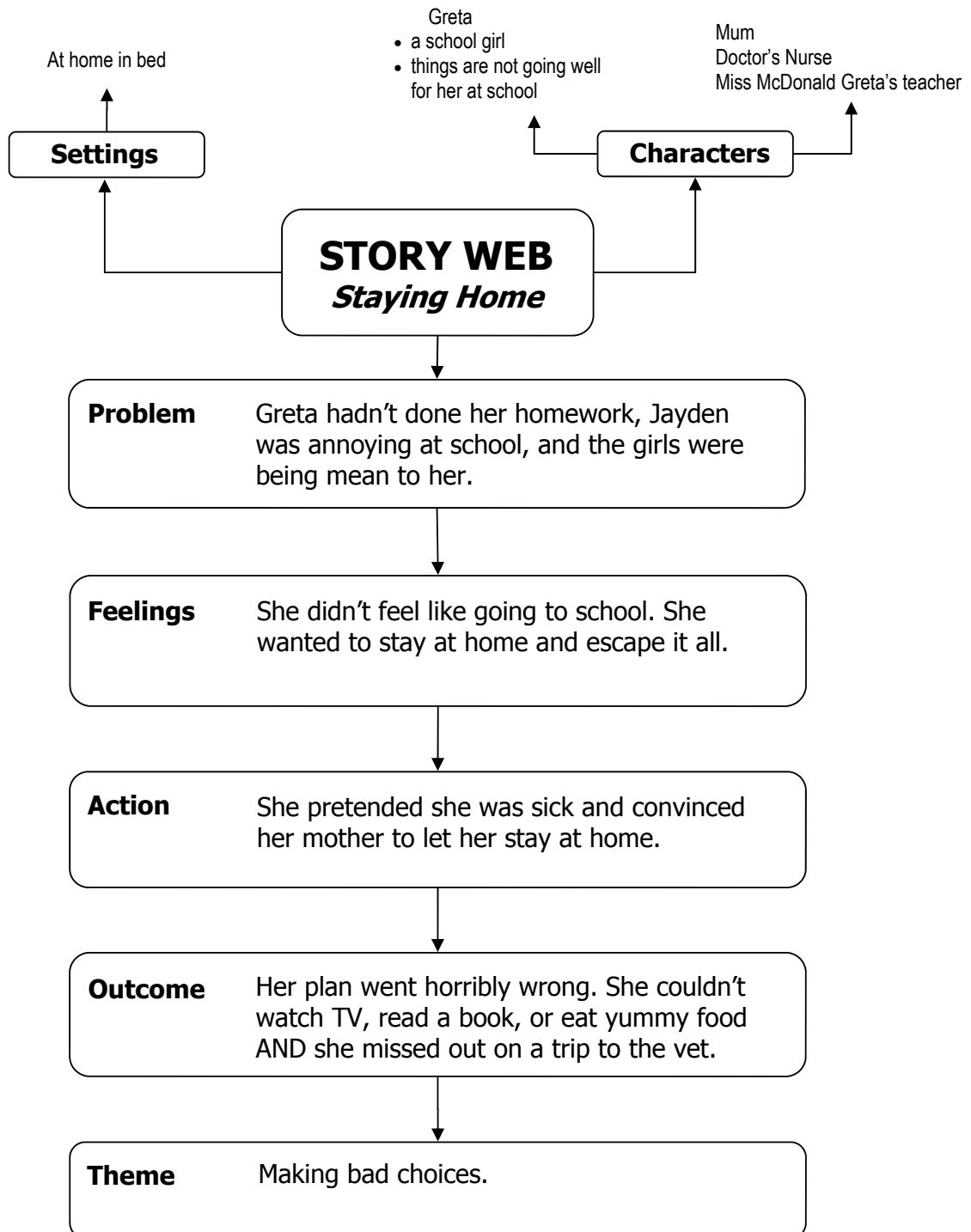
Making bad choices

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *The ending was good. I felt a bit sorry for Greta but she got what she deserved.*

Familiar topic - *I do things like that when I don't want to go to school.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

deep in the forest

by Hilton Ayrey

Leith and his mates loved playing in the forest. Leith's house backed onto a huge pine plantation and it was a great playground for busy boys. His mum was used to them disappearing for hours at a time as they played all sorts of hunting games and fought many battles in the gloom of the forest. It was an ideal setting for young boys with vivid imaginations.

One Saturday afternoon the boys were running from an imaginary pack of wolves. Every fifty metres they had to stop and fight them off with their long sticks. In their game they had started off as a band of twelve strong warriors but now they were down to just three, Leith, Simon, and Jeffrey. They were exhausted. They were all bleeding from brushes with the wolves, and they knew the end was near. The wolves were coming closer, snarling, sensing the final kill.

Suddenly Leith found himself on his own. Simon and Jeffrey had gone left and he had gone right and now he couldn't see them or hear them. "Come on guys. Where are you?" he called out but his voice just echoed through the stillness of the forest. He heard Simon's voice a long way off but he couldn't be sure which direction it came from. He rushed frantically one way and then the other but all the trees looked the same. There was nothing but endless forest.

The boys had come deeper into the forest than ever before and the trees were so close together that there was very little light. Leith knew it was late in the afternoon and soon it would be dark. He slumped down and leaned against a tree, wondering what was going to happen to him. The other two would find their way home, he hoped, and tell his mum that he was missing. But how would they find him? He wished he had been wearing more clothes. It was fine when they were running but now that he had cooled down he could feel the evening chill creeping into his bones. His over-exercised imagination was really starting to play tricks on him. He jumped at every branch that cracked, every noise that nature produced.

For what seemed like just a moment, he nodded off and then jerked upright. It was pitch black now. He couldn't see his feet in front of him but he sensed something close by. It was moving very stealthily, but the silence was so large and he was so wired it was like he had supernatural hearing. It was off to his left. He picked up the pattern of its movements; three or four steps and then a long pause. What could it be? His mind was full of wolf images but he knew there were no wolves in this forest. He searched his brain trying to remember the study they had done last year on native predators in the bush.

What was that? Meow.....MEOW???? He felt a furry body rubbing against his leg and a familiar purring. Jinny his cat. If Jinny had found him, she would be able to lead him home.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

deep in the forest

by Hilton Ayrey

ACTIVITIES

Junior Stories 2:12

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Explain how Leith got separated from his friends?
3. Draw a map of the forest showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster advertising the game the boys were playing in the forest on this particular Saturday.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about being chased by wolves.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a gadget so that Leith will never get lost in the forest again.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about playing imaginary games.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 2:12

RA 9-10 YRS

deep in the forest

by Hilton Ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What sort of imaginary games do you play with your friends?

Leith and his mates loved playing in the forest. Leith's house backed onto a huge pine plantation and it was a great playground for busy boys. His mum was used to them disappearing for hours at a time as they played all sorts of hunting games and fought many battles in the gloom of the forest. It was an ideal setting for young boys with **vivid imaginations**.

Good hook for boys - playing fighting games in the forest

One Saturday afternoon the boys were running from an **imaginary pack of wolves**. Every fifty metres they had to stop and fight them off with their long sticks. In their game they had started off as a band of twelve strong warriors but now they were down to just three, Leith, Simon, and Jeffery. They were exhausted. They were all **bleeding from brushes with the wolves**, and they knew **the end was near**. The wolves were **coming closer, snarling, sensing the final kill**.

Do the readers understand the imaginary game?

Suddenly Leith found himself on his own. Simon and Jeffrey had gone left and he had gone right and now he couldn't see them or hear them.

"Come on guys. Where are you?" he called out but his voice just echoed through the stillness of the forest. He heard Simon's voice a long way off but he couldn't be sure which direction it came from. He rushed frantically one way and then the other but all the trees looked the same. There was nothing but **endless forest**.

Back to reality - Leith is lost.

The boys had come deeper into the forest than ever before and the trees were so close together that there was very little light. Leith knew it was late in the afternoon and soon it would be dark. He slumped down and leaned against a tree, wondering **what was going to happen to him**. The other two would find their way home, he hoped, and tell his mum that he was missing. But how would they find him? He wished he had been wearing more clothes. It was fine when they were running but now that he had cooled down he could feel the evening chill creeping into his bones. His **over-exercised imagination** was really starting to play tricks on him. He jumped at every branch that cracked, **every noise that nature produced**.

Rising tension as night begins to fall.

For **what seemed like just a moment**, he nodded off and then jerked upright. It was pitch black now. He **couldn't see his feet in front of him** but he sensed something close by. It was moving very stealthily, but the **silence was so large** and **he was so wired** it was like he had supernatural hearing. It was off to his left. He picked up the pattern of its movements; three or four steps and then a long pause. What could it be? His mind was **full of wolf images** but he knew there were no wolves in this forest. He searched his brain trying to remember the study they had done last year on native predators in the bush.

Rising tension - what was it coming after him? Some complex imagery.

What was that? Meow.....MEOW???? He felt a furry body rubbing against his leg and a familiar purring. Jinny his cat. If Jinny had found him, she would be able to lead him home.

STORY STRUCTURE

Characters

Leith, Simon, Jeffrey
- have vivid imaginations
- played in the pine plantation

Setting

Pine plantation at the back of Leith's place.

Problem

Leith got separated from the others. He is lost.

Feelings

He is worried. Feels 'frantic'.

Feelings

Wishes he was wearing more clothes. Starting to freak out.

Action

Sat down against a tree. Didn't know what to do.

Action

Fell asleep.
Something was coming to get him!

Feelings

Really freaked out.

Outcome

It was his cat who would be able to lead him home.

Theme

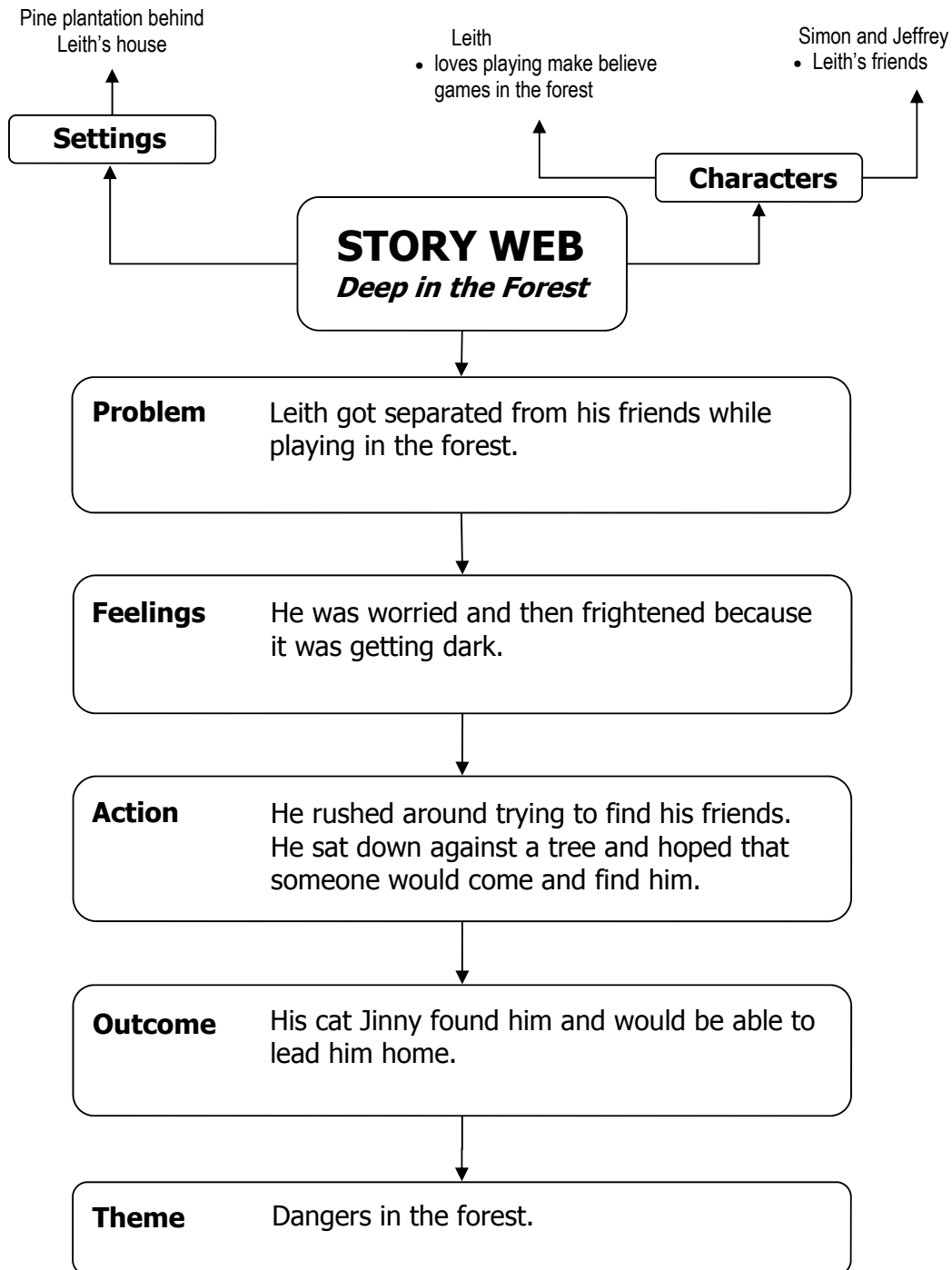
Dangers in the forest.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It was scary. I wondered what was going to happen to Leith.*
Characters - *I like stories about animals rescuing people.*

What do YOU think of this story? Give it a rating out of 10 and say why. (Activity 10)

APPENDIX :

Learning Outcomes, Charts, and Exemplars



LEARNING OUTCOMES

60



EXEMPLARS FOR FOLLOW-UP ACTIVITIES

61-64



STORY WEB TEACHING CHART

65



LESSON PLANNING

Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource and our CSI ONLINE training programme. The emphasis is on the development of comprehension strategies.

These Learning Outcomes can be easily linked back to the Achievement Objectives in the NZ English Curriculum.

SENTENCE LEVEL COMPREHENSION

LEARNING OUTCOME:

1. Monitor own reading for comprehension - CSI ONLINE Stage 3

I will know I can do this if, when I am reading, I can ...

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

LEARNING OUTCOME:

2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension - CSI ONLINE Stage 4

I will know I can do this if, when I am reading, I can ...

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify ideas
- ◆ Ask myself questions about the story
- ◆ Form and revise an hypothesis about what is going on in the story
- ◆ Make connections to something somewhere else in the story

"BIG PICTURE" TEXT LEVEL COMPREHENSION

LEARNING OUTCOME:

3. Identify Narrative Text Structure (Characters, Setting, Problem, Feelings, Action, Outcome, Theme) - CSI ONLINE Stage 5

I will know I can do this if, when I am reading, I can ...

- ◆ Identify the CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME of the story

LEARNING OUTCOME:

4. Demonstrate the use of Bloom's Thinking Skills in 'after reading' follow-up activities

I will know I can do this if I can ...

- ◆ Use the information in the story correctly to make a poster or write a poem/rap (Applying)
- ◆ Identify the most important moment in a story and say why (Analysing)
- ◆ Create a story web using story information (Analysing)
- ◆ Design a valid solution to a problem raised in the story (Creating)
- ◆ Present both sides of an issue raised in the story (Evaluating)
- ◆ Rate the story based on the criteria given and justify my rating (Evaluating)

THE THREE LITTLE PIGS

ACTIVITIESExemplar

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story.
Write down words from the story that tell you something about them.

UNDERSTANDING - Show that you understand the story


2. Explain how the wolf managed to destroy the houses of the 1st and 2nd pigs.
3. Draw a map of the settings showing where the action happened.
Use labels.

APPLYING - Using what you know from the story

4. Make a poster warning other pigs about the wolves in this forest.
Remember a poster should have an eye-catching title, information, and drawings.
5. Write a short poem or rap song about being hassled by the wolf.

ANALYSING - Breaking down the story to show how it works

6.



You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening.
Give a reason why you think this is the most important event.

7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a gadget for the pigs so that the wolf will not be able to find them.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about building a house with bricks.

Yellow Hat Thinking (Good)

Black Hat Thinking (Bad)

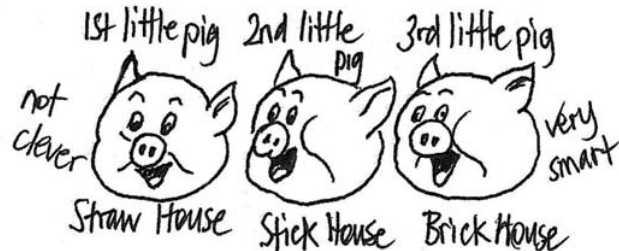
10. Give this story a rating out of 10 depending on how much you enjoyed it.
Write down a reason for giving the rating you did.

10-----5-----1

This was a great storyThis story was OKI didn't like this story

THE THREE LITTLE PIGS

REMEMBERING - What are the facts



UNDERSTANDING - Show that you understand the story

2. The wolf destroyed the first two pigs' houses by blowing them over with his breath. He must have had very strong lungs and the houses were not very well built.

3. Map of the settings



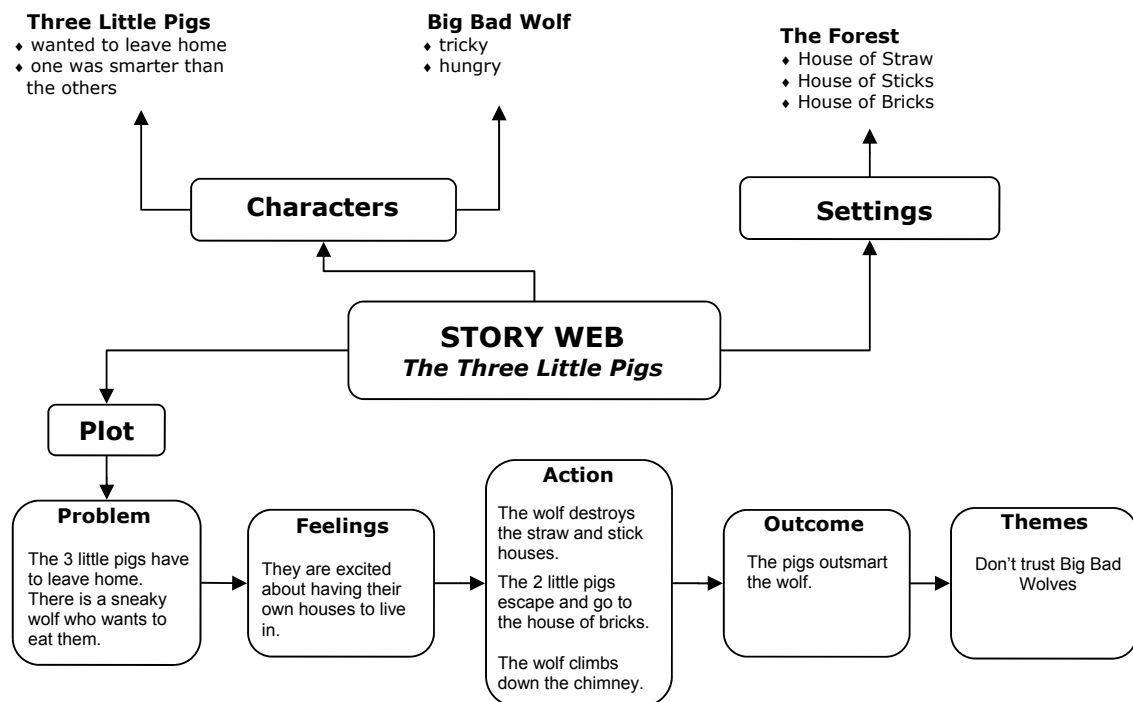
APPLYING - Using what you know from the story

4. Poster warning other pigs about the wolves in this forest



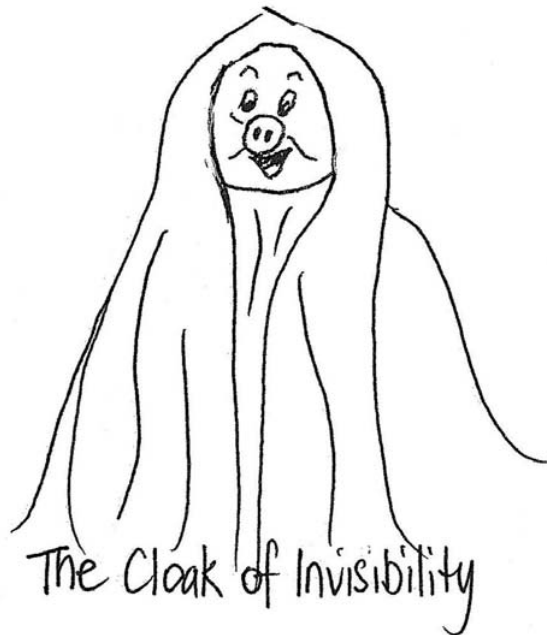
ANALYSING - Breaking down the story to show how it works

7. Story Web for The Three Little Pigs



CREATING - Coming up with new ideas

8. A gadget for the pigs so that the Big Bad Wolf cannot find them



EVALUATING - Sorting out the good from the bad

9. Building a house with bricks

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)
1. Wolves can't blow down brick houses.	1. It takes a lot of skill to stack the bricks properly.
2. Brick houses are much warmer than houses made of hay and straw.	2. You have to buy or make bricks - you can find sticks lying around in the forest.
3. The rain doesn't get in.	3. Brick houses are not very good in earthquakes.

10. My Rating

I would give this story 7 out of 10. It was good that the Big Bad Wolf got what was coming to him and the 3 Little Pigs can now live happily ever after, but I didn't think it was very nice the way they boiled him in the pot of boiling water. That was a bit gruesome.

We are learning to identify the text structure in short stories



STORY WEB

Finding the story structure



Characters and Setting

Who Where and When

Problem

A conflict for the character(s)

Feelings

How the characters FEEL about the problem

Action

What the characters DO about the problem

Outcome

How it all works out

Theme

Why did the author write this story?

What does it tell us about the way people think and act?